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A Guide
to the
Teaching
of
Homemaking
in
North Carolina Schools
1949



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FOREWORD

One of the major objectives of all education is training for satisfying home and family living. Homemaking education is the part that is centered on home activities and relationships which enable the individual to assume the responsibilities of homemaking. From instruction in this field, pupils are helped to understand that the home can provide an atmosphere in which an individual may develop a feeling of adequacy thus enabling him to cope with the problems of everyday living and grow increasingly independent in solving these problems to the satisfaction of himself as well as others.

This publication deals primarily with the homemaking education program in the public schools of North Carolina on the high school level. The areas included in the home-making curriculum are food and nutrition, clothing, child development, family economics, family health, housing and family relationships. Emphasis is given throughout the instructional program to health, relationships, democratic ways of working together, creating and appreciating beauty in the home, management of resources—time, energy and money—as well as the mechanics of housekeeping.

It presents possibilities as to the scope of the program and contains suggestions which will assist the teacher in providing meaningful experiences that will meet the needs of her pupils in their personal development as well as in their participation in home and community living.



State Superintendent of Public Instruction.

July 15, 1949.

ACKNOWLEDGEMENTS

This guide is the result of the insistent demand and interest on the part of the homemaking teachers in North Carolina who felt the need for a revision of the Progress Report on Home Economics Education for High Schools which was published in 1938. It had not seemed feasible to undertake revision during the disturbing years of the war but rather to develop materials dealing with problems of immediate concern accentuated by abnormal conditions.

Acknowledgement is hereby given to the teachers who participated in the Curriculum Workshops at Woman's College during the summers of 1946 and 1947, under the supervision of Miss Amanda Ebersole, visiting professor from Drexel Institute, Philadelphia, and to the teachers who worked at North Carolina College, Durham, with Mrs. Lucy F. James and Mrs. Marie C. Moffitt, Itinerant Teacher Trainers, and Miss Diana Dent, Head of the Home Economics Department, in preparing the initial revision of some of the homemaking areas.

Recognition is further given to the many homemaking teachers in the State who tried out the materials developed at the workshops and offered constructive criticism and additional ideas for further improvements.

Special acknowledgement is given the following teachers and supervisors who gave intensive study on the contents of the bulletin at a Curriculum Conference during the summer of 1947, at East Carolina Teachers College: Mrs. Beulah B. Womble, Carthage; Mrs. Ruth B. Ferguson, Wilmington; Mrs. Mary F. Kennedy, Asheville; Emily Burt Person, Tarboro; Mary Hines Leonard, Thomasville; Edith Brannock, Burlington; Mrs. Connie Spicer, Statesville; Mrs. Bernice Johnson, Durham; and Mrs. Rose Mary Codell Brooks, Mrs. Will Frances Sanders and Sarah Burton Jenkins, former Assistant State Supervisors of home economics education.

Acknowledgement is likewise given to Mary York, Greensboro; Alice Strawn, Resident Teacher Trainer, East Carolina Teachers College; Virginia Ward, Family Life Educa-

tion Coordinator, Wilmington; Dr. Mildred I. Morgan, Family Life Education Coordinator, Asheville; Mrs. Kathleen P. Snyder, Warsaw; Mrs. Edna James, Greenville; Mrs. Aleta Ellison, Mineral Springs; Edith Councilman, Robbins; Mrs. Ruth B. Warren, Hope Mills; Mrs. Ruby I. Parker, Mamers; Billie Perry, Denton; Mrs. Madge Cooke, Raleigh; Mrs. Colander Wilson, Winton; Mrs. Esther Perkins, Charlotte; and to Dr. Muriel Brown, Consultant in Family Life, U. S. Office of Education, Washington, D. C. for their contribution to the bulletin, especially in the area of family relations on the third year level and for the special one-year program recommended for older youth, both boys and girls.

Acknowledgement is given to Miss Marie White, Cookeville, Tennessee, formerly Program Planning Specialist in Home Economics Education, U. S. Office of Education, Washington, D. C., for her valuable suggestions and comments.

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Full credit for this guide is due to many persons and groups who have contributed to this publication.

CATHERINE T. DENNIS,
State Supervisor Home Economics Education.

J. WARREN SMITH,
State Director of Vocational Education.

The Commission on the Status of Women, established in 1946, was the first of its kind. It was created by the United Nations to study and report on the status of women in all countries. The Commission's work has been instrumental in the development of international law and policy regarding women's rights. It has held numerous sessions, each with a specific theme, and has produced a wealth of reports and recommendations. The Commission's efforts have been crucial in raising awareness of women's issues and in promoting gender equality on a global scale.

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PART ONE

PURPOSE AND USE OF THE GUIDE

A curriculum guide is written to give direction to a program, to give emphasis to that which is basic to the field, and to help correlate the work that is being done throughout the State. These are the purposes for which this guide was written and the teacher of homemaking education is to use it as one means in planning the program to meet the needs and interests of her pupils and the families in the specific community in which she teaches.

The contents of this guide have been arranged in alphabetical order and are not in terms of sequence. It is hoped that each teacher will make such additions and rearrangement as will be helpful to her in guiding her pupils to find solutions to their homemaking problems.

GENERAL OVERVIEW

The function of the homemaking education program in the school-community is to provide opportunity for pupils to gain experiences which serve as a means of meeting the day-by-day needs of home and family living.

Before the teacher can guide the pupil toward a happy and satisfying family life, she herself should have a keen understanding of the relationship of personal development to everyday living, and she herself must have found happiness and satisfaction from the contributions that these make to home and society. The teacher should also have an understanding of the influence upon the pupil of the home and school; of the fact that habits once formed are difficult to break; that best habit formation comes as a result of continued pleasant and profitable experiences; that evidences of educational values are to be looked for both inside and outside of the classroom; that the outcomes which result may or may not be of educational value or conducive to further learning; that often many activities are necessary before real understanding can take place

which will direct the behavior of the individual; above all, that the teacher must have an understanding of adolescents—their mental attitudes, their physical growth, and their need for adult guidance.

The teacher of homemaking education therefore has a challenge and responsibility to plan and provide learning experiences which will help the pupil to gain an understanding, a point of view, and abilities and skills to meet, with some degree of satisfaction, the problems which she faces in her daily living as a member of a family and a community.

SUGGESTIONS TO TEACHERS AND ADMINISTRATORS

This guide contains a homemaking program which is comprehensive in scope. It is planned for a two year course to be offered in the ninth and tenth grades, with each year carrying one unit of credit.

The third year is recommended for high school in which a large number of girls marry early or go into employment immediately after graduation. Since greater emphasis is placed upon the development of skills in homemaking during this year the equipment and visual aids must be adequate if the learning is to be of special value to the pupil.

When the teacher of homemaking education is employed for an extended program and her salary is reimbursed from State and Federal vocational funds, she is expected to supervise home experiences, visit the homes of her pupils, and teach out-of-school youth and adults as needs and interest require her help.

The success of a vocational program in homemaking education in any community depends largely upon the interest and initiative of the teacher. It is essential that she not only plan her work, but that her administrators and school patrons be aware of her aims and accomplishments.

Some suggestions for the improvement of the program during the extended period of employment which should ultimately increase its effectiveness are:

1. Study the community. Become acquainted with community facilities and determine needs on which help

could be given through contacts with individuals and agencies in the community working on one or more phases in family life education.

2. Plan home experiences before school closes. These should be discussed with and approved by the parents. Arrangement of time for the first visit might be made with the student and parents, together with possible preparation or progress to be made by that time.
3. Visit homes of incoming high school girls and discuss informally the homemaking program. Adequate time should be devoted to each home visit (after the first get-acquainted call) to definitely assist the student with her home experience. Careful records should be kept on each visit, citing accomplishments and further helps upon next visit.
4. Set up in some public places, as in store windows, such exhibits as selection of suitable canning equipment, amount of canned food needed for one person for a year, directions for preventing food spoilage, or suggestions for clothing renovation, etc.
5. Assist with the school-community cannery through training adults to can, preparing appropriate mimeographed materials for their use, assembling bulletins, pertinent to their needs, etc.
6. Participate in community activities of various kinds. Assist with the community recreation program by suggesting types of recreation and teaching those who are directing and making play equipment. Help start the program in communities where there is none and in which a need is apparent.
7. Set aside specific time for being in the department when students and adults can come for help and to use the facilities of the homemaking department. Make certain public is informed of this service.
8. Plan ways of helping interpret the summer program to the community through such means as: group meetings, news items, radio announcements or exhibits. (Students, parents, and other interested persons might be encouraged to help interpret the summer program.)
9. If feasible and there is a need, plan for some school, home or community enterprise, such as an adult clinic or class (i. e. canning, gardening, household equipment care and repair, home furnishing, child care, etc.), play school in conjunction with adult work (very worthwhile project for some of the homemaking students);

promote family or neighborhood hobby groups, such as nature study, crafts, puppet shows; plan story hours for children; encourage the development of backyard play-grounds.

10. Take the initiative in bringing together representatives of community agencies interested in family life, such as P. T. A., clubs, University Extension, Farm Security, social work, health and others interested in order to study needs of families and methods of meeting the needs. This group might form the nucleus of an advisory group to which lay people could be added.
11. Leave a daily schedule of your time, either in the superintendent's office or on your class door.
12. Discuss summer program of work with superintendent and principal.
13. Plan some means of evaluating program. Students, parents, school administrators and school patrons should participate in evaluating procedures in order to develop satisfactory programs.

14. *Community Relations and Interpretation of Program*

Interview committeemen and members of school board, principal and superintendent, to acquaint them with program and to gain suggestions to use in replanning.

Visit homes to arouse interest and see needs of community.

Participate in church activities.

Confer with officials of local and county organizations, such as county nurse, home demonstration agent, welfare director, home supervisor, health director; also officers of Woman's Club, church societies, book clubs, P. T. A., etc.

Arrange games for children's picnics.

Help plan social affairs and camping trips for young people.

Visit curb market to become acquainted with rural women and their problems.

Have a conference with editor of local papers.

Write articles for papers and magazines.

Give talks or demonstrations before local organizations, such as P. T. A., Grange, School Master's Club, Woman's Clubs.

Judge fair exhibits and flower shows.

DEFINITION OF SOME TERMS

As a means of facilitating a common understanding of some terms frequently used by home economists and other educators the following definitions are given to indicate the connotation that these terms have when used in this guide.

"Home Economics" is a term used here to designate a field of education.

"Home and Family Life Education" is a program in which the school, home, and community work together to equip individuals to become more effective members of the family and community in a democratic society.

"Homemaking Education" is a program of organized experiences designed to help in-school (secondary) and out-of-school groups in the solution of their family living problems in the home, school and the community, and to assist them in assuming responsibilities of homemaking.

"Home Living" is a program centered on home activities and relationships that will enable the elementary pupil, according to his individual capacities, to adjust himself to his environment.

"Curriculum" is composed of planned experiences which the individual has under the guidance of the school.

"Evaluation" is a means of determining the progress being made toward the attainment of goals set up by the individual and it should be continuous.

"Scope" indicates the range and variety of learning provided in any given lesson, unit, area or field of home economics.

"Sequence" is a regular or orderly succession of experiences in a continued series of learnings.

"Area" is a grouping of facts, generalizations, information and experiences centered around any one aspect of homemaking.

"Phase" is a segment of an area.

"Experiences" indicate purposeful action resulting in some sort of consequences which can in turn serve as a guide for future behavior and which will enable the individual to refashion the ideas that he had previous to the experience.

“Activities” are characterized by a doing. When the activity is purposeful, it becomes an experience.

“Ability” signifies the power to do based upon both capacity and training.

“Skill” denotes the ability to perform some particular thing competently.

Suggested Definition of Terms Commonly Used in Stating Objectives¹

1. Appreciation—a personal response to a stimulus of an emotional nature, the effect of which is pleasurable; for example, an appreciation of a beautiful color combination.
2. Attitude—a mind-set correlated with a feeling or belief (a viewpoint toward something or a feeling sufficiently definite to influence one’s activity in a certain direction; for example, pride in maintaining one’s health).
 - a. Desire—a sufficient urge to result in activity, a want sufficiently strong to induce action, unless offset by other urges; for example, a desire to be well groomed.
 - b. Interest—an attitude of curiosity or an urge to do something; for example, an interest in being able to get more satisfactions from money spent, an interest in the claims made in advertising.
 - c. Ideals—a personal goal, usually progressive, accepted by the girl as the standard which she wishes to reach; for example, the ideal of a happy family life.
3. Traits—a distinguishing quality or characteristic which determines the type of reaction likely to occur in situations, which describes the way one ordinarily acts; for example, unselfish, cooperative, kindly.
4. Recognition—a consciousness (perception) of certain factors involved in a situation, an ability to identify these factors; for example, recognition of the importance of organizing one’s work in a systematic way.
5. Realization—knowledge and understanding of the existence of certain values, standards, or relationships; for example, realization of the fact that beauty is not dependent upon cost.
6. Understanding—insight into relationships usually involving causes and effect; for example, an understanding of the effect of high temperature on protein.

7. Judgment—the result of evaluating pertinent facts and/or principles in making decisions or choices; for example, judgment in deciding whether to make or buy a given garment or judgment in using money wisely for food.
8. Ability—use of understandings and judgment in a rather complex situation without necessarily having facility in carrying through the activities involved; for example, ability to plan a meal within a given cost.
9. Skill—ability to do something, usually a manual activity, in such a way as to depend upon obtaining results of good standard with the time and energy used at a minimum; for example, skill in the use of tools in sewing.
10. Habit—The usual response which occurs with little or no conscious thought to a given kind of situation; for example, the habit of keeping the table orderly while working.

OVERALL OBJECTIVES FOR THE HOMEMAKING EDUCATION PROGRAM IN NORTH CAROLINA

The Homemaking Education Program in the high schools of North Carolina attempts to prepare individuals for effective home living. Recognition is given to the fact that satisfying family living is essential to the well being of every individual and that there is no substitute for happy, understanding family relationships. This, in truth, is the very core of the homemaking program—helping pupils to understand better their personal development and their contribution toward happy, wholesome family life today as the background for well adjusted families of tomorrow. It is important that they know that “Home is what you make it.”

The areas included in this curriculum are food and nutrition, clothing, family economics, housing, health, family relations and child development. Emphasis is given throughout the instructional program to health, creating and appreciating beauty, democratic ways of working together, management of resources—time, energy and money—as well as to the mechanics of housekeeping.

¹Misc. 1890—Suggested Definition of Terms Commonly Used in Stating Objectives. U. S. Office of Education.

Homemaking Education should help pupils to make progress according to their maturity levels, toward the development of the following objectives:

1. The ability to manage personal and family resources intelligently.
2. The skills in performing operations necessary to efficient management of the home.
3. The ability to make intelligent adjustments to changing conditions.
4. The understanding of differences of individuals and groups because of unlike family and national background.
5. The understanding of the effect of wholesome family life upon the development of each family member.
6. The realization of the value of continuous moral and spiritual growth.
7. The ability to participate constructively in group and community experiences.
8. The ability to enrich home living through creative experiences.
9. A recognition of the individual's responsibility for maintaining satisfying family living.
10. A realization of the relation between well adjusted family members and their successful adjustment in vocations.
11. The ability to make the home safe, livable and attractive.
12. A desire to attain emotional maturity.
13. The realization that satisfaction may be derived from doing a job well.
14. The ability to distinguish between needs and wants.

PART II

YEAR-ROUND PROGRAM

IN

HOMEMAKING EDUCATION

A good year-round program in homemaking reaches all age levels and groups of people. It is planned and developed cooperatively by home, school and community as a part of the total education program. It grows out of real life experiences of individuals and families and is on-going as it works toward increased satisfaction and joy in home living.

The following criteria were developed as a guide to be used by any group in making decisions as to what constitutes a good year-round program in homemaking.

CRITERIA FOR A VITAL PROGRAM

1. Is the year-round program built upon needs and interests of pupils, their families and other members of the community?
2. Is it flexible enough to meet different and changing conditions affecting home and family living?
3. Does it develop a feeling of responsibility for family and community welfare?
4. Does it develop efficiency in homemaking?
5. Is the program planned with pupils, parents and community groups concerned with home and family living?
6. Does it bring about desired changes in pupils?
7. Is it kept up-to-date with equipment, materials and teaching aids?
8. Does it operate through efficient organization of materials, records and reports and personnel?
9. Does it afford satisfactions derived from work well done?
10. Is it a continuous and a growing program?
11. Is the year-round program recognized as a vital part of the total school program?

DEMOCRATIC WAYS OF WORKING

Our main theme in America is democracy. The democratic concept in its broadest sense is a way of life.

Those who believe in democracy must uphold its ideals. The role of public education in the promotion of this democratic ideal has been interpreted by a leading educator in the following statement:

"That a democratic society is one in which there is a belief in the worth and integrity of the individual. All children are created worthy of an opportunity to grow to the fullest of their potentialities, intellectually, socially, physically and spiritually. It is toward that end that we in this country have developed a system of public education free and open to all of the children of all of the people. And it is the special duty of all professional educators—administrators and teachers at all levels—to so conduct that program that all the children of all the people have full opportunity to become the best and most wholesome citizens possible."¹

It becomes the responsibility of the school, therefore, to reaffirm our democratic values and to translate them into action in our schools. Democratic values must operate in all human relationships in the school and in society. If the school must assume leadership toward development of democratic ideals, the homemaking teacher, in turn, must utilize opportunities to make her contribution by helping individuals and their families to strengthen democracy through better democratic practices in family living. The home has been defined as the smallest vital unit of our American democracy, thus its ideals must have their beginning in the family. The individual is introduced to the experience of living in a democratic society in his home where the rights and privileges of all family members are respected. The atmosphere in which the members of the family live greatly influences what sort of individuals they will become. The family's basic job, then, is that of training for democratic citizenship. The world in which we are living has become very small. The ability to adjust to and

¹Accuracy and Validity in Evaluation is Not Enough, by Maurice E. Troyer, Syracuse U.

accept a new concept of interdependence may determine the very existence of this democratic way of life—or even of life itself.

“The homes which are making the most important contributions to world peace today are homes in which family members are learning the attitudes and skills necessary for inter-dependent living. In these homes, parents and children are learning, through their own cooperative living; (1) how to understand other people’s problems; (2) how to work with other people to find common purposes and needs; (3) how to work with others toward common goals; (4) how to think creatively about group problems; (5) how to feel and express friendliness and appreciation for others regardless of differences in race, religion, wealth, social status, or political opinion; (6) how to analyze controversial issues without letting emotion obscure reason.

“The intangible values which these homes are producing may well be the salvation of our civilization.”¹

These intangible values must be preserved and differences in patterns of family living must be respected as ways are being explored by which the physical, mental, and spiritual needs of the family can be most adequately met. Successful family living in a world as complex as ours cannot be accomplished without effort. Homemaking education has a contribution to make toward helping families and individuals to develop a sense of responsibility for achieving both tangible and intangible values and toward enabling them to solve their own problems of living more democratically.

The contribution of the homemaking teacher may be that of promoting the maximum individual and social development through providing experiences which offer opportunity for cooperative participation in the solving of family problems in relationships, management, child care, clothing, housing, food, and health. These experiences in homemak-

¹ *The Home—Producer of Intangible Values*, Dr. Muriel W. Brown, Consultant in Family Life Education, U. S. Office of Education.

Family Living Today, American Home Department, General Federation of Women’s Clubs, 1947-1950, 1734 N. St., N. W., Washington, D. C.

ing present situations in the various areas of family living in which the homemaking teacher assumes the responsibility for:

1. Recognizing the pupil as a personality capable of growth, deserving of respect and consideration, and possessing the rights of any other free person.
2. Recognizing and respecting differences in abilities and personalities of individuals and making provision for them through guiding their activities.
3. Challenging each pupil to make contributions to the group experiences according to the extent of the pupil's ability.
4. Providing opportunity for pupil participation in selecting and planning goals and learning experiences, both within and outside the classroom, which are centered around the pupil's immediate problems and needs and those of their families.
5. Coordinating activities so that students share in the duties and responsibilities as well as in the privileges of family and group living, thus acquiring the habit of helping as the foundation for assuming responsibility in social, civic and family relationships.
6. Stimulating independent thinking and effort as a basis for solving individual, family, or group problems.
7. Guiding pupils in working cooperatively in classroom, school and home activities, and in making individual adjustments when their interests and desires are in conflict with the best interests of others.
8. Including self-evaluation by the pupil as a part of the total educative process in order that he may gain satisfaction from past accomplishments, become conscious of present needs and be inspired to see possibilities for future improvements.

It is important for pupils to see democracy in action and for them to live democratically at home, within the school, and elsewhere.

THE HOMEMAKING DEPARTMENT

Since the homemaking curriculum is based upon the problems which are vital to family living, the environment for homemaking education is most effective when it exemplifies the home in so far as possible. Plans for the use of space and equipment may vary in the different schools and in

various sections of the State, but there are certain underlying principles which apply to all departments.

Every department should create something of the atmosphere of the home in which simplicity, convenience, sanitation, comfort, and attractiveness are emphasized.

The economic status of the community should be considered when the homemaking department is being planned if it is to stimulate interest in making improvement in the homes.

Space and equipment for homemaking should provide facilities for varied experiences in home living as related to the solution of family problems in the areas of child development, health, the management of human and material resources, the maintenance of satisfactory personal and family relationships, food, housing and clothing.

Sound principles of good management are important in the teaching of homemaking. The department should be so equipped and arranged as to provide an effective environment for learning. If the program is to include experiences in the various phases of home living, the equipment and furnishings should approximate the home situation. Since the homemaking program must be flexible in order to meet a variety of needs, the department must provide space for class discussion and study, laboratory and social activities; adequate storage facilities for teaching materials, for equipment, and for pupil's supplies and garments; and a work center for the teacher. The selection of equipment which serves more than one purpose deserves consideration. Equipment should be kept in good repair at all times and when it is no longer useful, it should be discarded.

It is desirable that business-like methods of managing money be followed. Accuracy and efficiency in the keeping of department records should be provided for through a business center. Pupils should participate in planning for the expenditure of the department funds and in the keeping of records as this will give them good training in money management.

The problems of keeping the department clean and orderly at all times presents a challenge as well as an opportunity

to the teacher to use this activity as a learning situation for the pupils. They should be led to understand that system, order, cleanliness, and attractiveness are requisites to good standards whether in the classroom or at home. Pupil participation in planning for efficient housekeeping which can be done with a minimum expenditure of time will stimulate their interest in making their plan work.

Planning for a new homemaking department or for modernizing the existing department necessitates giving consideration to a number of factors. The belief that homemaking education should be expanded to meet the needs of varying age groups, including boys and adults, warrants attention in the planning. In the small high school, the homemaking department frequently becomes the center for a wide variety of school and community activities.

The responsibility of planning and furnishing a department must be shared by those whose concern it is to develop a functioning program in homemaking. The school administrators, the teacher, the State supervisor, the school board, the architect and to varying degrees, the students, must have a part in the planning if effective results are to be obtained. It is helpful before the actual planning is begun to assemble carefully prepared data on current trends in space and equipment for homemaking, available resources, instructional space needed for present and anticipated programs based on an enriched curriculum, hygienic standards in lighting and heating, and the cost of upkeep.

Frequently the whole homemaking department cannot be equipped at once. It is desirable, therefore, that a long-time plan be made for the whole department, setting goals to be reached within definite periods. Copies of the overall plan should be filed in the homemaking department, in the principals' office and in the offices of the superintendent and the State supervisor, so that there may be continuity in carrying out the long-time plan even though there may be changes in teaching personnel.

HOME VISITING

The importance of understanding home-school relationships as a necessary factor in the development of a func-

tioning educational program for family living was defined by the Education Committee of the National Conference on Family Life in the following statement:

"Home-School Relationships

One of the richest educational resources which we, as a Nation, possess is the power residing in creative home-school relationships. Parents, teachers and children working together on matters of mutual concern can and often do, determine the very nature of social change in their communities. Can we release more of this creative energy? Can we use it more effectively in providing better education for family members of all ages, thereby strengthening, immeasurably, our national life?

The answer to these questions lies in a thoughtful re-examination of the ways in which these two basic education agencies—the home and the school—interrelate their activities. Peace of mind for millions of parents, teachers and children depends upon the extent to which they can harmonize their aims and their efforts to achieve their objectives. If homes and schools are really to be working partners in education, they must accept mutual responsibility for (1) developing *cooperatively* the educational goals for their communities, and (2) for working together to (a) interpret the meaning of these goals, and (b) secure the facilities in home, school, and community, for carrying them out."¹

Visiting in the homes of students contributes in many ways toward the development of a successful homemaking program, since homemaking education is concerned with the solution of family living problems. The homemaking teacher needs the understanding of the pupil, her home and family which she gains through the visits she makes to the home. This home contact offers her the opportunity of establishing the kind of friendly relationship with the families of the pupils in which all concerned are made to feel that they are working together for mutual benefit. The teacher through visits to the home early in the year may get much valuable information concerning the needs and interests of the pupils and their families which will be useful in guiding the development of the year's program, in direct-

¹ Working Papers, National Conference on Family Life, Action Area : Education.

ing home experiences, and in making a contribution toward better living in her community. Through mutual interest in the pupil, the teacher gains the confidence of the family and is often given a chance to work directly with the family as a consultant in such problems as are encountered in home living.

The technique of home visiting is extremely important. The teacher must exercise tact in order to gain the confidence of the family. It is necessary that she help her pupils to understand her purposes in visiting their homes so that they may interpret these purposes to the family. Although much can be learned during the first visit, the main purpose is that of getting acquainted. During this visit, however, as well as through subsequent ones, there will be opportunity to interpret for the family some of the goals of homemaking education and at the same time to glean ideas as to what the family thinks the girl should get from her course in homemaking. Thus parents may be inspired to take more interest in providing opportunity for the girl to make use of her homemaking training in relation to her own home and family living. This contact by the teacher is helpful also when giving supervision and guidance in home experiences, and is important as a basis for planning the total program in homemaking.

If the time and the effort of the homemaking teacher are to count to the fullest extent, each home visit should be planned with definite aims and purposes. The value derived from the visit will depend upon the records she keeps and the interpretation she places on the findings. The information which is obtained on a home visit is most usable to the teacher if it is kept as an individual accumulative record. As new and pertinent facts are acquired, they are recorded from time to time. The importance of safeguarding these records as confidential at all times cannot be overemphasized. The effectiveness of home visiting will be demonstrated as the teacher uses the knowledge and the understanding as a basis for program planning, guiding home experiences, interpreting the program to the family, and offering educational assistance to families and community groups.

HOME EXPERIENCES

The home experience constitutes an essential part of the homemaking program. The development of the home experience is an activity by which the pupil has opportunity to work independently toward the solution of personal or home living problems in the home with the guidance and help of the teacher. The results are most effective when the pupil, the teacher and the family work cooperatively toward the solution.

The wise teacher starts planning early in the year for a good beginning with the home experience program. She uses the information compiled after each home visit along with the understanding of the girl which she gains through other personal contacts as a basis for successful home experiences.

The importance of adequate teacher guidance of the home experience cannot be over emphasized. Homemaking experiences carried on at school are successful only to the degree that they enable pupils to live more satisfying lives. Class experiences in the area of family living are valuable only as they are reflected in the life of the pupil. Likewise the home influences the work done at school. The home experience can be a medium through which this may be accomplished.

The home experience should be selected with great care so that it will be a problem in which the girl is deeply interested, the solution of which will make a real contribution to her personal and home life, and one that will have educational value for her. It should be of such a type that she will have resources for completion. *It should stimulate real thinking and effort, provide for careful planning, involve formation of judgments and challenge new learning.* Successive projects of similar nature, such as a series of clothing construction projects, should rarely be approved, and if approved, they should be of increasing difficulty and should include new problems to be solved.

Although a girl's enthusiasm may be aroused to begin work on a home experience immediately following the selection, it is important that she be guided in doing careful

planning prior to beginning the actual work. She should understand that *good work can follow only after careful planning* and that

“Planning includes thinking through the work to be done, what is already known and what must be learned; the time needed, both in amount and time of day or week; the cost; the help needed and how it may be obtained; the means of measuring progress, including the necessary records.”¹

For successful results in carrying through the individual home experiences to completion it is important that the pupil recognize the essential steps and follow them carefully: (1) selecting the home experience which will meet personal and/or home needs and which is within her ability to do, (2) securing parent and teacher approval, (3) making a tentative written plan, (4) carrying out work on the home experience, (5) keeping accurate records of step by step development along with evaluation of each, and (6) summarizing and evaluating final results.

Skillful guidance by the teacher is required throughout development of the home experience program in order that she may (1) recognize work done, (2) assist and encourage when difficulties are encountered, (3) teach new techniques, (4) direct the pupil to sources of help, (5) assist in setting standards for measuring progress, (6) encourage the pupil to make continuous evaluation and (7) participate in final evaluation made jointly with the student, her mother or other members of the family.

Teachers often report that pupils do not mind *doing* home experiences but that they do not like to *write* them up. It is the responsibility of the teacher, however, to help the pupil to understand that good reports are essential and that they should be an integral part of the development of an effective home experience program. It is generally agreed that people think more clearly when their ideas are put into writing. Such thinking leads to the formulation of more clearly defined aims, a better plan, and more accurate records and reports. It is helpful for the teacher and pupil

¹ Ivor Spafford, *Fundamentals in Teaching Home Economics*, Second Edition, John Wiley and Sons, Incorporated, 1942.

jointly to set a standard for what is expected in a good report even though the type of report may vary with the nature of the experience and with the abilities of the pupil. Any report of a home experience should include the title, dates, aims, plan, record and evaluation.

Numerous and varied techniques may be used in supervision of the home experience, depending upon the type of problem under consideration. Home visiting which is discussed elsewhere in this bulletin is recognized as an integral part of home experience supervision. It can be seen that if the teacher and mother have had opportunity to discuss help which may be given and have agreed upon the type of help needed, the mother can frequently supplement the assistance given by the teacher. Conferences at school, also dealt with in another part of the bulletin, can be very valuable. Step-by-step records kept by the pupil form a background for effective conferences held frequently while the home experience is in progress. Although the home experience is recognized as an integral part of school work and should be an outgrowth of it, it defeats its own purpose if too much is done at school. Class discussions and group work can, however, be used effectively as devices for creating interest in home projects, in gleaning general suggestion for possible projects, in setting up criteria for wise selections, in understanding the importance of and what is involved in good planning, in locating materials, in stimulating interest in the completion of projects and in broadening understandings of possibilities for work in home experiences.

The value of the home experience in the total rating for a years work in homemaking may be credited in a number of ways. Although it is not desirable to affix a numerical grade to the home experience, it should be considered a part of the regular school program and should not be separated from it in giving credits. Credit for a years' work should not be given until the home experiences have been completed.

USING THE CONFERENCE PERIOD

Due to the very nature of the homemaking program and the demands on the teacher's time, there should be one

period set aside in the day when she has no assigned responsibility for classwork, study hall, and other regularly scheduled duties. This time may be used to carry on such activities as are unique to the homemaking program. It gives the teacher an opportunity during the school day to hold conferences with pupils enrolled in homemaking classes. Through these conferences she may:

- (1) gain a better understanding of the pupil and her home situation,
- (2) counsel her in selecting, planning and evaluating home experiences,
- (3) give help to and work with individuals on problems that affect the behavior of the pupil within her family group and in other relationships,
- (4) hold FHA or NHA chapter executive board meetings, and
- (5) hold meetings of committees planning for and evaluating class and departmental activities.

In many instances, however, only a few homemaking pupils may be available at this time for such conferences. If such a situation exists, thus making it necessary to hold these conferences before school, at recess, during lunch, and after school, then this period may be used to keep records of conferences and of the accomplishment of the students, to get the supplies and materials ready for classes, to prepare materials for adult classes and other phases of the community program and to carry on other duties expected only of a homemaking teacher. The time may also be used for scheduled conferences with adults who may wish to come to the school seeking help with homemaking problems, home economists representing cooperating agencies, school administrators, community leaders, and groups in other departments in the school working on joint problems. Thus, the conference period is not exploited and the teacher may leave when the classes are over to spend the after-school hours working with pupils and adults in their homes; or teaching adult classes; or attending professional meetings; or performing duties related to the management of the department.

The conference time and the place where the conference is held should offer an informal atmosphere in which people can work together, meet situations, admit problems, secure help, and share ideas. A certain amount of privacy should be provided in order to give assurance to the more reserved pupil and to focus attention on the problem at hand. The pupil may not have a specific problem, however, and the conference period may be a time for developing a more understanding relationship between the pupil and the teacher.

In order to counsel or guide effectively, the teacher must understand the effects of basic human needs on personality and behavior. This must then be supplemented by an understanding of the varying needs which are unique to individuals from community to community, family to family, and person to person within the family group.

If the homemaking teacher is going to make her greatest contribution to pupil development with maximum use of the conference time, she will need to develop certain techniques for counseling. She will accept requests for counseling when they are made; strive to establish mutual respect and confidence; develop the art of being a good listener; see the problem from both the adult and pupil point of view; help the pupil to define her problem; make use of information gleaned from records, home visits, recorded experiences of other teachers and counselors; regard information relative to personal problems as confidential; and guide the pupil in making decisions, executing plans and evaluating progress. It must be kept in mind, however, that the development of these techniques is not enough, for the good counselor must also have "the milk of human kindness."

It must be remembered that counseling does not mean the giving of advice, but rather helping an individual or group to think through problems. The aim of effective counseling is not necessarily to solve one particular problem, but to help the individual to grow so that he can cope with the present problem and with subsequent problems in a better integrated fashion.

ADULT EDUCATION

Homemaking education has a contribution to make to out-of-school youth and adults of both sexes. Adult education is continuing education for all the people, regardless of their former education and their social and economic status; therefore, it should be a part of the total homemaking program in any community. Each homemaking teacher will need to know what her contribution can be, based not only on community and family needs, but also upon her ability to meet these needs wisely.

It is believed that family members may be reached by many different ways, such as short intensive courses or longer courses composed of units on various phases of homemaking, clinics, information centers, workshops, informal groups in local homes, radio broadcasts, and a series of programs to community clubs and groups.

The homemaking teacher has a responsibility for understanding the possibilities of and for promoting adult education to improve family living in her community. She may secure information regarding the family needs of her community through home visiting, consulting with interested homemakers and young adults, by observing questions asked and advice requested, and from problems evidenced by the pupils in her classes.

Homemaking education programs for adults serve *young women and men* who are preparing to establish homes and *experienced homemakers* who are in need of further education to meet new problems in homemaking. Such programs are also needed in many communities for *youth* who leave school and go to work. These youth need help in meeting personal and home problems that affect their success in home living.

The curriculum offerings which are needed by the various groups and the individuals within them are as wide as the field of homemaking. The program should, therefore, provide over a reasonable period of time opportunities for older youth and adults to get the help they need in order to solve problems in the following areas of homemaking: clothing and textiles, consumer education, development of individual

family members, family and family-community relationships, family finance, family health, food and nutrition, home management and housing.

"The success of an adult education program depends largely on the teachers. Excellent publicity may interest people in enrolling for study, the best facilities may be provided for promoting good work, and school administrations may advise and assist; but success depends on the teacher."¹

The method of instruction used in teaching adults may need to be varied somewhat from that used in teaching adolescents. Every lesson must count since their desire for learning centers around their immediate interests. Some of the teaching procedures which have been found to be effective are demonstrations, laboratory work, lectures, and group discussions—round table, panel, forum, symposium. The importance of using a variety of good tools for teaching—time, money, and facilities for securing and using effectively a wide variety of visual and auditory aids, such as films, recordings, exhibits and radio scripts—cannot be overemphasized.

The success of an adult program may be measured in many ways. Simple criteria which might be used in determining the effectiveness of the adult homemaking program might include: the number of persons who attend classes regularly, remarks made by members, the extent to which individuals use their learning in their living and are sharing this learning with others, and requests for additional and different help on homemaking problems. Evaluation should also be made in terms of what it was hoped might be accomplished.

CLUB ORGANIZATIONS

There are two national club organizations for pupils who study homemaking in junior and senior high schools. They are the Future Homemakers of America for white pupils, and the New Homemakers of America for Negro pupils.

¹ Adult Education in Homemaking. L. Belle Pollard. John Wiley and Sons, Incorporated, New York, p. 100.

North Carolina has a chartered Association in each of the national organizations and these, in turn, are composed of chapters in local high schools.

Though membership in either organization is voluntary, schools having homemaking programs are encouraged to have local chapters, since the activities of the organizations offer many opportunities for the development of pupil initiative and leadership in planning and carrying out regular programs combining the educational with the recreational as well as promoting better home life for the members and their families. It helps in preparing pupils for the vocation of homemaking and adds more prestige to *homemaking* as a profession. This pupil-directed program helps to re-define and re-emphasize the purposes of the homemaking education program and is a means of interpreting it to the school, parents and community.

Teachers, when planning their work for the year, should include plans for chapter activities as a definite part of their total homemaking education program. As a preliminary approach to the organization of a chapter, the homemaking teacher should familiarize herself with the purposes and plans of the organization as set forth in the "Official Guide." She should contact the State adviser who will be able to give her up-to-date information and helpful suggestions for the proper procedures.

It is important that the teacher and/or a committee of pupils interpret the purposes of the organization to the school administrators in order to acquaint them with the value that such an organization may have to the pupils, school and community. These values are:

To Members:

1. Offers opportunity for the further development of pupil initiative in planning and carrying out projects in home and family living.
2. Increases opportunities for the development of leadership and intelligent participation in community projects for the improvement of home and family living so much needed in a democratic society.
3. Provides recognition of individual participation and development as a family member.

4. Provides opportunities for social development through wholesome and well planned experiences.
5. Provides additional experiences in carrying citizenship responsibilities in the community related to homemaking education.
6. Provides a broadening of interests and knowledge through participation with members of various age groups at local, district, State and national levels in community, national and international programs for improving home living.
7. Provides a feeling of belonging to a nation-wide youth group that is working for the improvement of home and family living.
8. Assists youth to see family life as a real and lasting opportunity for rich experiences in living.

To the School:

1. Provides opportunities for developing leaders who are encouraged to practice ideals of good citizenship.
2. Provides opportunities for students who may not be able to continue enrollment in homemaking to gain greater appreciation of the importance of worthy home membership.
3. Gains recognition for the school from its program and service projects sponsored in local and other communities.

To the Homemaking Program:

1. Enriches and vitalizes the homemaking program, adding greater interest and enthusiasm, resulting in increased enrollment in homemaking classes.
2. Is an additional means for accomplishing the goals of the total homemaking program by providing real life situations to which learning can be applied.
3. Stimulates a desire to become a better family member and to make greater contributions to the home, because many others are working towards the same goal.
4. Is a means for showing evidence of the growth of members in developing appreciations, understandings and sense of value, important for worthy home membership.
5. Is a natural channel through which may be interpreted to the school, home and community the goals and accomplishments of the total homemaking program.

6. Elevates the status of the homemaking program and increases appreciation of the importance of homemaking as a profession.
7. Is a means through which more people may be informed of the opportunities offered through home economics.
8. Is a means for offering experiences in home and family life education to pupils who are unable to continue enrollment in homemaking classes.

To the Community:

1. Through many community projects developed alone or in cooperation with other groups, it trains members to be alert and interested in community movements which will benefit homes and families.
2. Develops members as potential citizens.
3. Develops members as democratic members of family groups, the basic units of a democracy.

INTERPRETING THE PROGRAM

The homemaking program is a community program and it develops as rapidly as a clear understanding of its goals and activities are gained by the families and groups within the community. Teachers are called upon to interpret the homemaking program to the students within the department, to prospective students, to the school and to the community. This is important since the program exists for the improvement of family life and its growth is dependent upon the keen appreciation that others have of it.

Students and parents can best gain an appreciation of the value of the program through consistently good classroom teaching. If the program is based upon the needs and interests of the students, it can be easily carried over into the home through well planned home experiences. Through these experiences and with proper encouragement, students will soon recognize other problems individual to their homes and with the teachers' help will discover ways of solving them. Teachers may give parents additional information concerning the program while visiting in the homes and by encouraging them to visit the homemaking classes. Good management of her own time and resources, demonstration of her own skill and artistic ability and

thoughtfully contributed professional aid in the solution of family life adjustment problems will help to bring about a realization of the part that the homemaking program will play in the development of the home life of the community.

Exhibits and bulletin boards—arrangements of an educational nature—are another means of interpreting the program. These may be set up in the department in the school, in store windows and other places available to the public. Such exhibits should be an outgrowth of classroom or community activities. They should be attractive within themselves, should be labeled, give information and be understood easily.

Newspaper and magazine articles and radio programs not only give publicity to the homemaking program and provide a means of disseminating professional information, but also give an opportunity for student and teacher development. Large numbers of people can be reached through these channels, many of whom may not be reached through parent-teacher groups, school functions or other more personal contacts.

Programs presented and banquets, dinners and teas served to various organizations in the community are additional means of informing larger groups. Careful evaluation must be made of the requests for such cooperative activities in order that a greater number of people may be reached each year. It may be possible to present programs and/or serve meals to two or three organizations one year and to different ones the following year until the requests of all groups have been met. Whenever these projects are undertaken it must be kept in mind that there must be problems in management or other learning activities for the pupils who participate or there is a possibility of exploiting teacher-pupil effort.

Long time plans for the interpretation of homemaking education should be made as a part of the teacher's program of work. Such planning will provide an opportunity to make it a part of classroom teaching, stimulate initiative and creativeness on the part of the students and ever widen the scope and possibilities of the homemaking program.

COOPERATION BETWEEN HOMEMAKING EDUCATION PROGRAM AND RELATED FIELDS

With Agriculture

North Carolina is still considered a rural State, in spite of its increasing urbanization in industrial sections. More attention, therefore, is being centered around family living on the farm as a way of life which make a fine contribution to the physical and social development of each member of the group, provide a setting for democratic practices within the family, as well as provide for the economic support of the family unit.

In order to assure us who live in this State a greater degree of economic and social security, all agencies working with rural people must incorporate in their plans objectives which stimulate appreciation and desire for beauty and conveniences in the home and on the farm, encourage sincere interest in normal, happy family life as well as develop the ability to earn a livelihood. With these objectives there must be means suggested for meeting and solving these problems.

As a contribution to the solution of these problems the vocational teachers of agriculture and homemaking should incorporate in their programs of work, joint planning for both students in school and for the out-of-school groups. This might include joint or exchange classes, evening classes, home and farm projects for both groups and recreational programs which bring all members of the family together in wholesome fun.

The purpose of such a joint program in agriculture and homemaking would be to further develop a satisfying family life by jointly working toward the development of attitudes, appreciations, abilities, etc. that make for farm family betterment through individual, home, farm, and community improvement.

Some aspects of farm family living appropriate for inclusion in joint programs are :

1. Economic security for the family
 - Planning economic security
 - Managing the family income.
 - Arranging for credit.
 - Determining ways of providing economic security for the family.
 - Developing vocational efficiency of various members of the family.
2. How to live together
 - Planning how to live together
 - Planning for establishment of the home.
 - Setting goals for the family.
 - Cooperating in planning how to attain family goals.
 - Improving relations among family members.
 - Cooperating with neighbors, organizations, and other community groups.
 - Sharing home responsibilities.
 - Sharing interests and appreciating individual differences.
3. Food for the family
 - Securing food for the family
 - Working out family diet needs.
 - Planning how fruits, vegetables, poultry products, livestock and other products needed by the family can be secured—whether by production or purchased.
 - Canning and preserving and storing food products for the family.
4. Housing for the family
 - Securing housing and equipment
 - Planning housing needs for family as a group and for individual members.
 - Planning and installing home conveniences (making house more convenient).
 - Improving outside appearance of house—landscaping and floriculture.
 - Making house more attractive—home improvement.
5. Clothing for the family
 - Securing clothing and adequate household articles
 - Determining clothing needs of various family members.
 - Selection of clothing.
 - Improving or maintaining satisfactory personal appearance and grooming.

Planning division of income for clothing for family members.
Selection of household textiles.

6. Family recreation

Securing family recreation (separate as individual, home and community)
Encouraging and providing for recreational opportunities for individuals—hobbies, etc.
Promoting home and community recreation, such as parties, singing, dancing, and dramatics.
Family reading.
Improving community recreational facilities.
Carrying out family celebrations and entertaining at home.

7. Family health

Maintaining family health
Developing and maintaining positive health habits.
Caring for children's health and for the sick.
Maintaining sanitary and hygienic conditions in home.
Cooperating in eliminating preventable diseases.
Cooperating with public health agencies in improvement of health.
Promoting better infant and maternal care.
Providing sanitary conditions for family members (in homes, school and community)
Securing adequate, sanitary, convenient water supply.
Providing for waste disposal.
Screening.

8. Education for the family

Securing education for the family
Planning education of children.
Participating in adult programs.
Securing adequate school support.
Giving intelligent assistance with various aspects of child's development.
Securing books, magazines, music, etc. needed by family members for self improvement.
Helping promote better community educational facilities, as libraries, schools, etc.

9. Sanitation

10. Conservation of human and material resources
 - Conserving human and material resources
 - Making a farm and home conservation plan.
 - Improving appearance of highways near farm and the farm home buildings and grounds.
 - Planning for division of responsibilities among family members, adapted to abilities and interests.
 - Planning and sharing recreation.
11. Understanding of and appreciation for farm and home problems.
 - Planning together in the making and spending of the family income.
 - Planning together desirable family goals.

Some Criteria for Evaluating Joint Activities:

Is this a planning activity in which all the family need to participate?

Will planning for this activity by the family develop understanding and appreciation of the individual activities carried on by only part of the family members?

Is this an activity which each individual in the family will perform?

Is the result of the activity one which is important to *all* individuals in the family?"¹

With Trades and Industrial Education

The number of girls and women working outside of the home has been steadily increasing. In many instances these women are performing the dual role of homemaker and wage-earner. Such responsibility presents many problems in personal and family living. The homemaking teacher can render invaluable services to these women and girls through an instructional program in homemaking based upon the needs and interest of the group whether they are enrolled in regular day classes or in part-time and evening classes. Boys and men likewise have personal and family problems on which they may need and desire help. Short units might be offered to them through the means of exchange classes.

¹ Excerpts from Report of the Joint Program Committee for Southern Region.

Some of the problems which may be solved through homemaking instruction are:

“Living and Working Together
Looking Your Best
Managing One’s Self
Eat Well and Look Well
Dress Well with Confidence
Planning the Use of Your Income
Getting Along with Your Friends and Family”²

The instructional program may be offered as special units of work, through joint or exchange classes and joint exhibits.

Girls enrolled in homemaking classes may desire some instruction which can best be given by the trades and industrial education teacher. This instruction might include:

Simple Repair of Furniture
Renovation of Furniture
Mechanics in the Home
Simple Repair and Maintenance of Home Equipment

With Distributive Education

A joint program of Homemaking and Distributive Education has as its purpose to develop the possibilities of greater cooperation between these closely related fields and, as a result, to broaden the concept of students to both consumer and retailer problems.

To attain the purpose joint planning by the homemaking teacher and the coordinator of distributive education on the local level is necessary. The instructional program may be carried on through joint classes, exchange classes, joint exhibits and joint projects by members of the two groups.

Some Suggested Units or Problems:

Personal Grooming and Personality Development
Relationships
Nutrition
Consumer and Family Economics
Textiles, Clothing and Home Furnishings

² Personal and Home Living for Trade School Girls, prepared by A. V. A. Joint Committee on Women in Industry and Home Economics.

With School Lunch Program

"The lunchroom is an educational center, not just a means of providing adequate food. The school lunch is an important part of the total educational experience of every child. The instruction in simple nutrition is the obligation of all teachers."¹ The homemaking teacher can assist in this aspect of the school program by having her pupils plan and carry through projects in nutrition either upon grade level or as a total school activity. Not only can nutrition be highlighted, but prevention in the waste of food can be stressed.

"The emotional pattern of a child is one of the most important factors involved in a learning experience. An attractive and wholesome environment will help to make this experience meaningful."² Homemaking pupils are offered an excellent opportunity through the medium of the lunchroom to demonstrate room improvement with the use of color and accessories. They can also use experiences here for instruction in table setting and in directing the practice of good table manners. Much can be learned about child development from the observation of children's behavior in the lunchroom.

As a part of the instructional program in the foods and nutrition area of homemaking, the school lunch meals—palatability, new foods, cost, use of local products offer daily situations for pupil learning and evaluation of nutrition, food preparation and service.

Homemaking pupils can assist in interpreting the school lunch program to the school and the community through personal understanding and behavior, talks at school and in the community, exhibits in the school and the community, and radio programs. The F. H. A. and N. H. A. organizations can lend moral support to this important aspect of any school's program.

¹ North Carolina School Lunch Bulletin.

² Ibid.

With Health and Science Classes

Health is recognized as an essential for everybody. Health education is integrated with all experiences in the home-making program and therefore is being stressed constantly.

Homemaking education can cooperate with Health and Science classes by stimulating an interest in health, in demonstrating nutritional practices, in interpreting health to the community and in assisting with health programs. Cooperative planning is a *must* for joint projects or exchange classes and should be done early in the school year so as to fit into the work of each field.

With Elementary Education

Homemaking pupils can learn much about child development, relations, health and nutrition by observing children in the elementary grades. Many joint projects can be developed by the homemaking and elementary teachers which could be beneficial to both. It should be understood, however, that such experiences are planned for the high school girl as a means of learning and the homemaking teacher will not be expected to actually teach small children. On the other hand, any joint experience should be planned so as to be beneficial to the elementary teacher and small child and not superimposed.

Lessons in simple nutrition, good table manners, habit formation through play, dramatics, and relationships can be used as learning experiences for both age levels.

With Other Agencies and Groups in the Community

The vocational program of homemaking education implies working in the community with all agencies and groups interested in an educational program for the betterment of home and family living. The homemaking teacher is expected to give instruction to out-of-school youth and adults in her school-community based upon personal and family living needs and interests of the group.

Whenever the educational leaders and people of the community wish to highlight some problem dealing with family life or desire instruction, the homemaking teacher is ex-

pected to make a contribution to the project. She is not expected to do the work of another agency, however, especially if personnel of similar training and experience are employed for the job.

The homemaking teacher working with her principal might evaluate the request for help or services in terms of the following criteria:

1. How is the request related to the purposes of the State homemaking program?
2. How can activities connected with the request be used to vitalize the homemaking program?
3. Is this activity or program so important that I should work with it, even though it does not immediately contribute to the purposes of the homemaking program?
4. Is there another agency which is already carrying on, or is organized to carry on this particular piece of work or to assume major responsibility for it?
5. Is this activity one in which the schools should be basically interested?
6. What adjustments in the already going State program will need to be made if participation is made to this one?

PROFESSIONAL GROWTH

The education of the teacher is never completed, but is rather a continuous process. "The good home economics program is always the work of the growing teacher . . . The teacher who sincerely wants to do her job better and to know more about her field, who is willing to check constantly both her practices and her knowledge for their value in reaching the goals set up, who desires to modify her teaching in the light of new needs and findings, who would make her own life richer and more satisfying, has made a good beginning toward continuing her own growth."¹ One of the teacher's greatest attainments is her ability to guide her own development along worthwhile lines. The growing teacher will utilize the many opportunities around

¹ Ivor Spafford, *Fundamentals in Teaching Home Economics*, Revised Edition, p. 455. John Wiley and Sons, New York.

her to improve her personal qualities, to gain further knowledge of subject matter, to make and carry out a program, and to measure and evaluate the results of her endeavors.

One of the principal means by which the teacher may obtain new facts and new data and their implications in her field is through recent professional books and periodicals. The large number of available homemaking magazines constitute a storehouse of information which teachers may draw upon for aid in the solution of their problems and for new ideas.

1. They will find out what types of problems are receiving marked attention by persons more expert than they.
2. They will learn what methods are being employed in the solution of these problems.
3. They will learn what success other teachers are having with these methods.
4. They will become aware of the problems which have not been solved satisfactorily.

Teachers interested in improving the quality of their instruction read current literature regularly and critically. Not only do they read broadly in their own field, but in addition they read material dealing with general education.

There are not many teaching problems which are peculiar to a particular school, county, state or region. Few problems arise in a school that are not similar to those which have already been studied by someone who has suggested possible solutions. Thus teachers may get inspiration through published materials and help from an analysis of problems in situations similar to their own.

There are many teaching problems which cannot be solved by the teacher working alone. The individual teacher needs to cooperate with other teachers, to join in the discussion of common problems with them and to exchange ideas and experiences. It is through such discussions that ideas are clarified, new insights are gained, and assistance is given to teachers in the solution of their problems. This group action on the part of teachers, whether it is carried on on a local, state or national scale, must be placed very

high on the list of desirable activities for teachers. There is no substitute for the group-thinking process in which teachers engage, providing, of course, every teacher becomes an active participant.

It is incumbent upon every home economics teacher to join the professional organizations which are striving to improve the quality of homemaking education in the schools. Thereby she will be doing her part as a member of the teaching profession. All teachers should be interested in professional organizations for which they are eligible, such as the National Education Association, the North Carolina Education Association, the North Carolina Home Economics Association, the North Carolina Association of Home Economists, the North Carolina Teachers Association and the county and district organizations of homemaking teachers. Vocational teachers should be especially interested in the American Vocational Association.

One of the most important means of regular in-service education of teachers is *supervision* of instruction. This is undertaken by the State, city and county superintendents, principals and supervisors and is designed to improve the quality of services rendered by teachers on the job. The teacher should recognize that the supervisor is an ally or co-worker in the joint effort for the improvement of instruction. The information and experiences which the supervisor has had should be utilized freely. The trend is toward a more cooperative concept of supervision, one in which the supervisor and the teacher work together on the problems with which the teacher is concerned. The degree to which a cooperative spirit exists between teacher and supervisor is a measure of the effectiveness of supervision.

At regular intervals every teacher should discard the role of the teacher and become a student. She should return to school with the idea of becoming informed on recent advances in subject-matter areas and of acquiring increased ability in guiding the learning of boys and girls. In addition to the knowledge which she may acquire, the very experience of being a student for a short while has a psychological value for those who teach. Her experience in sum-

mer school serves to deepen the teachers understanding of the problems her own pupils face.

Another profitable way in which teachers spend their time when in summer school is in working with other teachers on problems which are of common concern. Moreover, the teacher is usually given expert guidance and assistance in the solution of these problems.

Each fall it is of considerable importance for a teacher to return to her job refreshed. Most human beings seem to gain new vigor and enthusiasm for their work after they have experienced a change of activity for a reasonable period of time. Teachers are no exception to this rule. If teachers can manage to spend a reasonable part of their vacation visiting sections of the country unknown to them or sections of other nations, it will relieve the tension which daily teaching duties often build up, will broaden their knowledge of the world and they will return refreshed for the next year. The teacher may visit other communities and study ways in which they are solving problems similar to those faced by her own community. She may visit industrial plants and study their processes first hand, thereby gaining information related to her field. While she enjoys the usual pleasures which come from travel, she may also add to her store of knowledge.

EVALUATION

Evaluation is the setting of a value on what is done. The newer concept of evaluation carries a much broader meaning than mere testing or measurement. It includes the selection of goals or objectives to be accomplished, the preparation and use of a variety of evaluation instruments, the careful analysis of data collected as evidence of progress and the use of the results obtained.

Judging or evaluating the homemaking program gives clues either for replanning to improve what is in progress or for making plans for the future. A real sense of satisfaction for the time and effort spent will be derived if the evaluation shows the results are those which were deserved. On the other hand, if the results of evaluation are not

satisfactory, the sense of disappointment can be relieved if some of the reasons are discovered and new plans are made to overcome the difficulties. The major purposes of evaluation in any educational program may be stated thus:

“To improve instruction so that learning may be more effective.

To enable schools to measure their educational efficiency and to discuss what changes need to be made in curriculum content and methods of teaching.

To furnish students and their parents with information regarding their achievements in the light of their abilities and attitudes.

To provide a basis for guidance—personal and education and vocational.

To furnish information to higher institutions of learning regarding capacity and achievement of students who desire to attend them.

To furnish information to prospective employers regarding candidates for jobs.

To provide tools for educational research.

To enable schools to demonstrate what they are accomplishing in order to justify their demands for adequate financial support.¹

Teachers must never lose sight of the fact that evaluation must become a part of the total learning experience of pupils. Also important is the fact that testing the subject matter learned does not necessarily measure the ability of pupils to act intelligently or to practice democratic principles of living, factors which we believe are important to the successful development of individuals in our society. Evaluation is a continuous process.

The teacher should:

- (a) Plan to secure evidence of progress at a time when the results could be effectively used.
- (b) Plan for the interpretation of the evidence obtained.
- (c) Plan for summarizing and circulating the evidence secured.
- (d) Use results as a basis for making future plans.

¹ Clara Brown, *Evaluation and Investigation in Home Economics*. F. S. Crofts and Co.

Major goals of the total program should be evaluated at the beginning of the year. Plans should be made for continuous evaluation throughout the year.

Self-evaluation or self-appraisal should be included throughout the homemaking program. The pupil should share in evaluating his experiences, thus growing in his ability to understand his strengths and weaknesses, to plan for further development and to anticipate needed experiences. The teacher should encourage pupils to compete with themselves rather than with someone else. If the pupil sustains an active interest in the goals and experiences which he has helped to set up for a particular problem, he may be expected to be equally interested in knowing just how far he has progressed toward these goals, and to be stimulated by that knowledge to greater achievement.

The teacher attempts to discover the abilities and capacities of every child and make provision for the development of these capacities and abilities.

Teacher-pupil evaluation comes as the teacher and pupils together discuss and make decisions as to which problems need to be explored. This evaluation is contributed to by both the long view and the daily planning through which teacher and pupils study the development of a problem, revise plans in light of progress which has been made, and become aware of new skills which are needed.

Parents and teacher study the pupil's behavior, pool experiences and make plans for further development.

Parent-teacher-pupil participation in the planning and development of the homemaking program results in closer understanding and cooperation between home and school.

The homemaking teacher must accept a broad view of evaluation in order to do effective teaching. The material that is being taught every day in homemaking includes such objectives as abilities, understandings, attitudes, appreciations and habits. If she is to provide opportunities for growth in the ability of pupils to solve personal, home and family problems and to participate intelligently in solving problems of democratic living, means of measuring progress in the light of these objectives should be used. It,

therefore, behooves the teacher to become interested in using and constructing all types of devices, including objective, essay, and performance tests and records of behavior. Using a variety of techniques enables the teacher to determine the growth of the individual student. The teacher should be willing to experiment with different types of measurement. Some of these evaluative devices are available commercially and others may be constructed cooperatively by teacher and pupil.

There are available many evidences of the ability of pupils to solve problems and show progress through the development of skills. Increased knowledge of the home and community activities of pupils and their families will be essential to successful evaluation. Simple questionnaires, rating scales, check sheets, diaries, personal progress records, personal interviews and home visits will be helpful instruments in acquiring this information. Written materials which also may be used as evaluation devices for measuring significant behavior and results of classwork might include essay tests, themes, original dramas and stories and anecdotes.

Troyer indicates that the major criticism of evaluation is not of the instruments and techniques of measurement, but rather of the processes of evaluation, the uses of tests, scales, and anecdotal evidence and the relationship between the evaluator and the evaluatee. He makes these suggestions for improving the processes of evaluation:

"The major purpose should be to improve learning

"A second and exceedingly important suggestion is that progress be appraised in terms of the students' ability to learn

"The third proposal is that evaluation should be done *with* rather than *to* an individual. We should help the student to increased ability in identifying his own strengths and weaknesses."¹

¹ Troyer, Maurice, *Accuracy and Validity in Evaluation Are Not Enough*. Syracuse University Press, July, 1947.

He believes that the third proposal is a goal which should be placed high among the objectives of education, since

"Students learn what they do in our schools. If they are evaluated, they learn to be evaluated. Now it so happens that most of the decisions we face in life outside of school are made by us, not for us. We make value judgments when we buy our clothes, decide on our entertainment, select books, choose our friends, and make investments. It would, therefore, seem appropriate that one of the major objectives of education would be to help students to make better decisions. This is in accord with the purpose of evaluation."²

² Ibid.

PART III

**SUGGESTED UNITS FOR A THREE YEAR PROGRAM IN
HOMEMAKING EDUCATION IN NORTH
CAROLINA HIGH SCHOOLS**

AREA	FIRST YEAR	SECOND YEAR	THIRD YEAR
Child Care	Sharing with the Care of Children Length of time 3-4 weeks	Guiding the Child in the Home Length of time 3-4 weeks	Life Begins Length of time 2-4 weeks
Clothing	Looking Our Best 9-11 weeks	Beauty in Our Clothes 8-10 weeks	Advanced Problems in Family Clothing 5-6 weeks
Family Economics	No separate unit	No separate unit	Managing the Family Resources 2-3 weeks
Family Relationships	Being a Well-rounded Person 4-5 weeks	Living Happily with Our Family and Others 3-4 weeks	Looking Toward Happiness in Homemaking and Other Vocations 5-6 weeks
Foods	Simple Meals for the Family and Conservation of Acid Foods 9-11 weeks	Family Meals for the Day and Conservation of Non-acid Foods 8-10 weeks	Special Problems in Foods 5-6 weeks
Health	No separate unit	Health and Home Safety for the Family 2-3 weeks	Home Care of the Sick 4-6 weeks
Housing	Improving My Home 4-5 weeks	Better Living Through Improved Housing 4-5 weeks	The Livable Home 3-4 weeks

CHILD DEVELOPMENT

Homemaking I

Sharing with the Care of Children

Homemaking II

Guiding the Child in the Home

Homemaking III

Life Begins

OVERVIEW

The periods of infancy and early childhood are the most formative stages in the development of an individual. The experiences which young children have influence their behavior just as the experiences which adolescents have influence their behavior. The greatest contribution that the family can make toward the welfare of the child is to provide him both the right to be well-born and a home in which to grow and develop under guidance that will challenge the best within him.

Many high school pupils must assume some responsibility for the care of young children. In these contacts problems may arise which affect the development of both the child and the adolescent. It is essential that the solving of these problems be made in a satisfactory manner. *Child Development* should be included in the homemaking course of the high school in order that the pupils may gain an understanding of how children grow and develop, and may acquire some skill in giving young children the kind of care and guidance that promotes wholesome growth and development.

"Emphasis will be placed on the development of certain basic understandings. Students will learn:

1. "How children grow and develop.
2. "How heredity and environment work together to shape human lives.
3. "What conditions and materials are essential for wholesome growth, how these are supplied, and how the child uses them in his development.

4. "What the characteristics of normal development are for each age level from the standpoint of both behavior and physical growth.
5. "How children at each age level differ in size, strength, temperament, interests, abilities, and emotional control.
6. "How these individual differences affect behavior and influence development.
7. "How family experiences influence children's behavior.
8. "What makes family life 'good' or 'bad' for children.
9. "How children learn from parents, brothers, sisters, and other family members.
10. "How older boys and girls can help younger children develop.
11. "What 'discipline' means and its place in child guidance.
12. "What communities can and should do to give maximum assistance to parents in the rearing of children.

"These understandings are important, of course, only if they actually help people to be more effective in their relationships with children. One of the chief responsibilities of home economics education is to teach the *skills and abilities* which express these understandings.

"Among these skills and abilities are included :

1. "The ability to make, or help make, the home ready for a new baby.
2. "The ability to help young children with fundamental habit training.
3. "The ability to keep children of different ages busy and happy with activities suited to their various stages of development.
4. "The ability to help children take increasing responsibility for their own behavior.
5. "The ability to select and provide food, clothing, and play equipment for children of different ages.
6. "The ability to give children security in one's relationships with them.
7. "The ability to interpret a child's needs from his behavior, within reasonable limits.
8. "The ability to plan home experiences that meet specific needs.
9. "The ability to help children work out good personal adjustments to authority.

10. "The ability to help children deal with disappointments and frustrations in ways that are increasingly mature.
11. "The ability to help children learn how to meet life situations as they come up in terms of their real requirements.
12. "The ability to help children enjoy beauty and appreciate 'goodness' in books, pictures, craftsmanship, etc., and in behavior."¹

In the first year the pupils learn child care by assisting with the daily routine of physical care, as well as by telling stories, guiding play, and keeping the child safe, contented and happy. This includes an understanding of such experiences and types of equipment as will stimulate the development of the young child.

The second year emphasizes the importance of the formation of good physical, mental and social habits. Through *Guiding the Child in the Home* opportunities are given to study children of various age levels in order to give the pupil a more comprehensive picture of normal growth. The experiences of the previous year *Sharing with the Care of Children* should form an excellent background for making this unit more vital and interesting.

Through observing, studying and interpreting the behavior of young children, the pupil may be able to understand her own behavior better and make plans for her own growth.

Life Begins is the unit intended for the more mature pupil. It is planned as a part of the third year program to include the care of infants and the satisfactions and responsibilities of parenthood.

¹ Vocational Education in the Years Ahead. Bulletin 234. Federal Security Agency. U. S. Office of Education, Washington, D. C.

HOMEMAKING I

SHARING WITH THE CARE OF CHILDREN

Three to Four Weeks

Objectives

To develop:

1. Some understanding of the emotional, social, mental and physical development of small children.
2. The ability to help children enjoy books, pictures, pets, music, toys and other play equipment.
3. The ability to keep children of different age levels busy and happy with activities suited to their various stages of development.
4. The ability to select play materials for children of different age levels.

Suggested Problems

How can we develop a genuine interest in small children?

Suggested Experiences in the School, Home and Community

Show magazine pictures and family pictures, or arrange a bulletin board of pictures illustrating various types of activities in which children engage. Relate experiences with children, describing those activities in which the children were most interested.

What should I know about the care and training of children in order to assist with their activities?

Discover the needs of children through reading and observation of the various activities which are included in the child's day—eating, play, toilet training, dressing, rest, sleep, physical development, emotional reactions and use of vocabulary. Discuss the findings. Develop a simple observation sheet and use it as a guide in observing a specific activity of one or more chil-

How can I guide the child in play activities suitable to his age level? What do I need to know in order to select or improvise safe, simple, interesting and stimulating play equipment for small children?

dren at home, on playgrounds, in nursery or play schools and at Sunday School.

Observe children of different age levels at play to find out the kinds of games and activities they enjoy. Determine how well these are meeting their social and physical needs.

Organize into committees: to observe and demonstrate story telling to small children; to compile a list of books, pictures and music for children at different age levels; to demonstrate rhythmic activities for different age levels.

From readings, observations and discussions set up standards for judging toys and play equipment for small children. Bring toys to class and judge them by these standards.

Set up an exhibit of suitable toys for small children in a public place.

Arrange an exhibit of books, music and pictures suitable for small children.

Assist with some play activities at school, home or in your neighborhood to secure some experience in directing play activities.

Read or tell stories to small children and make a report on the success of this activity.

Construct or improvise inexpensive play equipment suitable for children as judged by your list of standards.

Discuss the value of pets for children and some of the problems that may arise in caring for them.

Help a child plan a daily routine necessary for the care of his pet and guide him in assuming this responsibility.

Plan and carry through a home experience in which you assist with the play activity of a child.

How may I guide the child in developing habits of orderliness in the care of his toys and other possessions?

From readings, discussions and observations plan some storage for play equipment. Construct or improvise some simple storage for play equipment. Set up a bulletin board display or an exhibit on desirable storage space for play equipment and other possessions of a child. From readings and experiences determine how habits are formed. Assist a child in developing some desirable habits in caring for his possessions.

What safety precautions should I observe in caring for small children?

From experiences in caring for children and from consultation with mothers, summarize some rules of conduct one should follow when caring for children.

Discuss ways and means of preventing accidents to children within the home and on the play area. Make a check list and check your home or the home in which you care for children for good safety practices. Make suggestions for overcoming hazards to children.

Demonstrate first aid for minor accidents.

Suggestions for Evaluation

1. Observe pupils guiding the play activities of children to determine their ability to apply principles learned in the study of child development.
2. Visit in homes of pupils and talk with family members to learn whether pupils have improved in assuming responsibility for care of small children.
3. Listen for comments made by pupils who care for small children to discover whether there is increased interest in caring for children and whether principles learned are being applied.
4. Note to what extent pupils are carrying out home experiences in the area of child development.
5. Ask pupils to make reports on home experiences to learn which pupils are making or improvising play equipment for children.
6. Note requests made by pupils for additional help in problems concerned with child development.
7. Use test situations, such as an exhibit of toys, books, play equipment which pupils might classify according to suitability for various age levels.
8. Encourage pupils to report on changes made in their home to increase safety measures for small children.
9. Determine if pupils are more conscious of and are making improvements in their own behavior as a result of experiences they have had in working with small children.

HOMEMAKING II

GUIDING THE CHILD IN THE HOME

Three to Four Weeks

Objectives

To develop:

1. Further understanding of the emotional, social, mental and physical development of children.
2. The ability to select and provide food, clothing, and play equipment for children of different ages.
3. Such traits of character as one should have to help in the care of children.
4. An understanding of how to guide children in the formation of desirable habits and attitudes.
5. An understanding of the responsibility which adults have for the behavior of children.
6. The ability to help children take increasing responsibility for their own behavior.

Suggested Problems

What are the characteristics of a healthy, happy child? How can children be guided in forming desirable habits and attitudes?

Suggested Experiences in the School, Home and Community

List the characteristics of a child that you know who appears to be healthy and happy.

Check references to discover further signs of health and happiness in children.

Determine factors that contribute to health and happiness in the child through reading, experiences and observation.

Make an observation form which may be used in checking the child's mealtime, bedtime, dressing and play habits and his behavior patterns. Divide into committees and use this

observation sheet as a guide in studying one or more of the activities of a child. Report your findings to the class and discriminate between desirable and undesirable habits which you observed in relation to eating, dressing, playing, etc. Analyze these problems and determine some ways of solving them through the use of positive methods.

Read references on the importance of daily routine and discuss the findings. Plan a daily schedule for a child. Try the schedule out with a small child if possible.

Assemble articles of clothing suitable for pre-school age children for the different seasons. Examine them and judge as to their suitability, attractiveness, self-help features, cost, comfort and laundering qualities. Demonstrate the laundering of wool, cotton and rayon garments.

Construct a simple garment for a pre-school child which meets these standards as a class or home experience.

Visit first grade to observe an elementary teacher guiding children in managing their clothing problems.

Plan a days dietary which meets the needs of the pre-school child. Plan, prepare and serve some food to a selected group of children.

How can the home meet the needs of everyday living of small children?

Discuss what might be done at home to aid a child in caring for his personal possessions.

Illustrate how adjustments can be made in a bathroom to meet the needs of small children. Improvise or make one or more pieces of equipment that can be used by small children. As a home experience make some necessary adjustment to meet the bathing or toilet needs of a younger member of the family.

Make a list of necessary furniture for a child's room and estimate the cost. Plan how some of these furnishings can be improvized, such as: low shelves, racks, tables and chairs, storage for toys.

Improvise ways of making the child comfortable at meal time, especially when adult-size furniture is used.

Describe some ways through which the family meets the need for love and affection—celebration of birthdays and special occasions, sharing in work and play, by family planning together, through democratic practices within the group.

How can children be guided in assuming their share of the responsibilities in the home?

From discussions, readings, and observations make a list of types of responsibilities which children of different age levels can be expected to assume.

Review the steps necessary in forming a habit. Following these steps assist a child in acquiring the habit of assuming some responsibility in his home, such as dressing himself, putting away his possessions, helping with household routine, using an allowance.

How can character be developed through the child's everyday living? What is my responsibility toward helping the child with this development?

What can our community do to assist the parents in the rearing of their children?

Suggest ways by which older members of the family should help children learn to assume responsibility.

Define the term *character*. Make a list of desirable character traits. Analyze stories on family life from books, radio, movies and from personal experiences for examples of situations which might affect the development of the child's character. Discuss situations in family life which help in developing desirable qualities of character.

Investigate the community to see what services are now available through agencies and organizations, such as churches, health, recreation and welfare departments, clubs and schools.

Collect materials and pamphlets from these organizations and arrange an exhibit which would be helpful in acquainting parents with the services which are available on child development.

Make a list of desirable ways in which the community now helps.

Talk with young parents to find out what additional services would be helpful to them.

Report the findings in the school and local papers as a means of arousing interest in community needs.

Study your community to find what out-of-door and in-door play facilities are available for children and how these facili-

ties are being used. Investigate the cost of these facilities and how the project is financed.

Discuss ways in which a neighborhood could meet the recreational needs for small children. Plan and carry through some home or community project in providing small recreational facilities for them.

What have I learned from the study of children which will influence my own personal development?

Make a list of the outcomes derived from this study of children.

Give an interesting experience which illustrates some change in your attitude about child care and development which will have some effect upon your own behavior.

Describe some experience in which you have participated that has increased your understanding of the rights and needs of the small child as an individual member of the family group.

Suggestions for Evaluation

1. Note pupil's increased ability over the previous year to observe and understand the reactions of small children to their surroundings and people.
2. Talk with mothers to find out whether or not pupils have developed increased ability to get along better with younger members of the family.
3. Note to what extent pupils are carrying out experiences in guiding the child's activities in the home.
4. Evaluate the pupil's learning by setting up one or more situations at school involving activities of small children in which individuals, committees or groups might demonstrate ability in guiding small children.

5. Visit the homes to observe pupils working with smaller members of the family in various types of activities to determine the extent to which they are applying approved techniques in child care.
6. Observe how the pupil's understanding of her own personality and development has been affected by her increased knowledge and experience in guiding small children.

HOMEMAKING III

LIFE BEGINS

Three to Four Weeks

Objectives

To develop:

1. A wholesome attitude toward the responsibilities and privileges of parenthood.
2. An understanding of the influence of heredity in the development of an individual.
3. An understanding of the influence of environment in the life of a child.
4. An understanding of the physical, social, mental, and emotional needs of a baby.
5. Some ability to meet the physical needs of a baby.
6. A desire to assume some responsibility for meeting the needs of a baby.
7. A realization of what constitutes good prenatal care and the values of such care.
8. An appreciation of the services available in the community which contribute to maternal and child welfare.

Suggested Problems

What do I need to know about the effect of heredity on the child?

Suggested Experiences in the School, Home and Community

Tell what physical characteristics you think that you inherited from your parents or other ancestors.

Explore reliable sources of information and list traits which are inherited.

Analyze well known case studies relating to hereditary factors in order to gain further understanding of inherited traits.

What care is important for the prospective mother?

Determine how hereditary tendencies may be utilized in guidance of children.

List and discuss essential factors to be considered in the care of the prospective mother, such as medical, diet, clothing, attitudes and physical care.

Invite a doctor or nurse to talk to the class on prenatal care.

Suggest some standards to be applied in planning for and selecting clothing for the expectant mother.

Display pictures of suitable garments for the expectant mother and give reasons for the selection of each.

Plan a wardrobe for an expectant mother at minimum cost.

Study the ways food may contribute to the health of the mother and the baby during pregnancy. .

Debate the advantages and disadvantages of home versus hospital delivery.

Investigate the cost of adequate prenatal and postnatal care.

What more do I need to know about child care in order to meet a baby's needs?

Make a list of the baby's daily needs, giving consideration to his social, mental, and physical development. Plan a daily schedule for baby at birth, 6 months, and a year of age.

Find out what garments are essential in a layette. Investigate the cost for a minimum layette. Collect an exhibit

showing the necessary garments and give reasons for the selection and use of each garment. Visit stores to see what is available in your community. Study mail order catalogues to compare prices, design, and other information with the standards of selection and use.

Construct a simple garment for a baby in the family, or for welfare agencies or Red Cross.

Demonstrate proper laundering of a baby's clothing.

Assemble and discuss the equipment needed for the bathing of a baby. Observe a demonstration of the bathing of a baby.

Discuss breast feeding versus bottle feeding of the baby.

Assemble equipment needed in the preparation of a formula. Prepare a formula demonstrating the process of sterilization of equipment.

Invite a doctor, a nurse or a mother to talk on foods for a baby during the first twelve months.

Make a list of baby's requirements for space in the home.

Plan how a family can adjust space in the home to meet the needs of the baby for sleeping, storage of clothing and equipment, toys and play pen, and food. Set up an exhibit to show how various household articles may be utilized to meet these needs.

Review steps in establishing good habits of eating, sleeping, bowel elimination, et cetera.

Observe a baby and report to class how one or more of his basic needs were met.

Plan and set up an exhibit of toys suitable for a baby and discuss how they should be cared for. Plan and set up an exhibit of toys suitable for a child 12-24 months of age and discuss how they should be cared for. Plan and set up an exhibit of toys suitable for a child 12-24 months of age and discuss how they should be cared for.

Use a movie on infant care to show how the child develops through his social, mental and physical activities.

Read references and discuss findings on care of baby when traveling and visiting.

What factors contribute to a wholesome environment for the child?

Discuss the meaning of the expression "as the twig is bent."

Determine by reading and observation how a child's environment may contribute to his physical, mental, social and emotional development.

Make and carry through a plan by which you help a baby develop a happy disposition, establish a desirable habit, or develop a feeling of security.

What do I need to know concerning the privileges and responsibilities of parenthood?

Discuss the Children's Charter and determine to what extent parents are responsible for meeting the needs as stated in the Charter.

Invite a young mother or father to talk to the class on the joy and satisfaction that comes with being a parent.

Determine the parent's responsibility in setting a pattern of good behavior necessary to wise guidance.

What facilities are available in my community for maternal and child welfare? How may these services be used?

Find out from a doctor, nurse or local board of health what the immunization requirements are. Survey the community to find out the kind of services in maternal and child welfare which are offered by the various agencies. Through a round table discussion report findings to the class and tell how these services may be used.

Suggestions for Evaluation

1. Listen for evidences indicating the extent to which pupils are assuming responsibility for the care of a baby.
2. Note the increased number of home experiences in the area of infant care.
3. Look for interest evidenced by participation in various types of class projects on infant care.
4. Observe increased voluntary reading related to infant care.
5. Listen for comments made by pupils and parents indicating a change in ideas concerning (1) hereditary and environmental factors affecting the child; (2) responsibilities of parenthood; and (3) infant care.

CLOTHING

Homemaking I

Looking Our Best

Homemaking II

Beauty in Our Clothes

Homemaking III

Advanced Problems in Family Clothing

OVERVIEW

In clothing, probably more than any other area of home-making education, the needs of individuals and of groups vary. It is to everyone's advantage at all times to dress appropriately, attractively and economically.

Most homemakers and girls will need and can use sewing skills for creative as well as for economic values.

In the study of clothing, pupils learn how to plan a year-round wardrobe. They consider cost, clothes the individual already has including those good enough to be made over, articles that can be made at home to a good advantage, and what might better be purchased ready-made. Pupils learn how to determine their fair share of the total family clothing budget, how to select ready-made clothes and accessories, and how to judge quality and style. They develop some judgment in determining the styles and colors most becoming to them. They learn how to take care of their clothes—repair, clean, launder and store them. They learn how to redesign discarded garments into usable ones.

The study of clothing construction usually begins with the making of a simple garment and, as the study progresses year by year, pupils make more difficult garments which offer new problems.

Characteristics of various textiles—cotton, wool, silk, linen and synthetic fibers—are studied.

In the first year of the clothing area, special emphasis is given to *Looking Our Best*. Girls at this age are particu-

arly interested in personal appearance, therefore, the unit begins with the study of personal grooming and health. Simple guides are set up for the selection of clothing, patterns, and materials in relation to the needs of each individual. Habit formation in care of clothing is emphasized. An important part of the unit is the actual selection and use of sewing equipment in the construction of easily and quickly made garments which will give the girl a sense of accomplishment.

Through *Beauty in Our Clothes* in the second year, the pupils develop more skill in selection, construction and care of clothing. It is important that they understand the value of clothes in relation to appearance, personal appeal, wearability, comfort, durability and cost. Special emphasis is also given to individual clothing needs in relation to the needs of the other family members and the total available resources. Since mass production makes it possible to buy many garments cheaper than it is possible to construct them, opportunities are given to study and analyze values in ready-made garments.

In the third year, through the unit *Advanced Problems in Family Clothing* emphasis is given to meeting the family's clothing needs through: good management of the clothing budget; greater skill in selection, renovation and construction of clothing for various members of the family; wise use of time, energy and equipment; better practices in care of clothing; and possibilities of wage-earning.

HOMEMAKING I

LOOKING OUR BEST

Nine to Eleven Weeks

Objectives

To develop :

1. A desire to improve personal appearance through the practice of good health habits and good grooming.
2. The ability to express one's personality through clothing.
3. The ability to use, with some skill, a simple commercial pattern in the construction of a cotton garment.
4. Some judgment in choosing fabrics and buying some ready-made garments for one's self.
5. Good work habits in clothing construction.
6. Some skill in the use and care of necessary sewing equipment.
7. The habit of caring for one's clothing.
8. An interest in and a desire to gain further ability in the construction of additional garments.

Suggested Problems

Why is a pleasing personal appearance important in my school and social life? What grooming and health habits do I need to acquire in order to make a good appearance?

Suggested Experiences in the School, Home and Community

Give descriptions of persons who are attractive and well-groomed. Point out some reasons why the persons described were considered attractive.

List some reasons why it is important to be well-groomed. Show a movie on good grooming. List some habits one would need in order to be able to make a good appearance.

Discuss some ways in which health affects one's personal

appearances. List some desirable health habits. Check those health habits which are being practiced.

Consider the relation of good posture to health and good appearance. Invite a physical education teacher, a doctor, or a nurse to talk on and to demonstrate good posture. Show pictures, charts, or films on good posture. Practice simple exercises which will help one to walk, sit and stand gracefully.

Study reference materials which give information concerning the care of the body—hair, hands, skin, feet, and teeth.

Observe demonstrations to become familiar with the techniques of good grooming and then practice the techniques.

Class members study themselves for good and bad points in grooming and health habits—use of cosmetics, care of hair, nails, teeth and clothing. Use the results as a basis for planning class and home activities to be followed until correct habits are formed.

Determine what information is needed for making wise purchases of items to be used in personal grooming.

Collect and examine advertisements and labels on cosmetics, deodorants, depilatories, tooth brushes, toothpastes and soaps.

Find out how the Food and Drug Act aids one when buying cosmetics.

Why is it important to learn to take good care of my clothing? How can I develop some skill in caring for my clothing?

Arrange exhibits of essential grooming supplies.

Discuss how care of clothing affects one's personal appearance.

List the problems that arise in caring for clothing, such as laundering, cleaning, storing, pressing, and mending.

Plan and carry out a series of committee projects demonstrating the types of equipment necessary, materials needed, and techniques to be used in such activities as: laundering a woolen sweater, rayon, nylon, or silk undergarments, and socks; ironing a starched cotton garment; removing simple stains from cotton materials; and polishing and storing shoes.

Bring to class an article of clothing that needs to be repaired and make needed repairs, such as darning, patching, sewing on buttons and fasteners, mending rips and hems. Exhibit in class.

Study closet accessories which may be used in caring for clothing. Collect pictures illustrating well-arranged closets. Arrange an exhibit of closet accessories which might be improvised or made.

Make improvements in your own clothes closet at home or improvise facilities for storage of clothing.

Visit a dry cleaning establishment; a commercial laundry.

Make a plan by which you can assume more responsibility

for the care of your own clothing. Carry out this plan as a home experience.

How can I develop some ability to dress attractively, suitably, and economically?

Describe the dress of some girl whom you consider dresses in "good taste" and tell why. Study illustrations in magazines and books. Analyze the illustrations to determine the factors which influence the choice of clothing.

Make a list of factors which must be considered if one is to be attractively and suitably dressed.

Discuss the difference between *fad* and *style*.

Select pictures illustrating clothes which are suitable for school, parties, teas, or other activities in which the high school girl engages.

Study how one's personality, personal coloring and figure affect choice of design and color in clothes.

Classify members of the class as to type of figure, personal coloring, and personality. Pupils find illustrations of designs which would be becoming to their types of figure and suitable to their personalities.

Experiment with and select becoming colors for each girl, using colored swatches of material, scarves, sweaters, or other garments.

Evaluate present wardrobe to determine the degree to which color has been skillfully used. Select a color for the garment which is to be added, using in-

How can I learn to choose and use simple sewing equipment so that I may do efficient work?

formation gained as to becoming color, wise selection in relation to present wardrobe, use of garment, and season.

List essential sewing equipment which is needed for doing efficient work in clothing construction.

Determine which pieces of equipment will be furnished by the department and which ones the individual will need to provide.

Set up standards for selecting the sewing equipment which must be purchased. Obtain prices from a local store and estimate cost.

Arrange an exhibit of well-selected equipment which will be needed.

Secure needed equipment and arrange in individual sewing box.

Observe a demonstration on use and care of the sewing machine — correct threading, correct habits of starting and stopping, correct posture at the machine. Learn how to use machine correctly by stitching on paper.

Discuss the use and care of the electric iron and the ironing board. Demonstrate how the iron cord should be plugged in and unplugged. Experiment with the use of the heat control.

Discuss how safety can be practiced during a clothing construction unit.

How can I acquire good work habits in constructing a simple, attractive, well-made cotton garment suited to my needs and sewing ability?

Arrange a bulletin board with illustrations of the latest styles in simple cotton garments which might be made in class.

Display fashion magazines containing pictures of types of garments from which a garment to be made in class may be selected.

Make individual selections of garments to be made. Base selection upon wardrobe needs, amount of money available, suitability to figure, personality, ability to sew, and satisfaction to be gained. Decide upon pattern to be used. Learn how to take body measurements by studying references and charts and by demonstrations and practice.

List the factors which should be considered when selecting the fabrics for a cotton garment, such as wearing quality, ease of care, price, fashionableness of the color and popularity of the design.

Examine swatches of materials suitable for the garment and for the design selected.

Study some of the weaves found in cotton materials and identify on samples of materials.

Discuss how weave affects appearance, durability and ease of construction.

Describe the different ways of producing design in material. Identify the different processes by studying samples of cotton material.

Find examples of terms, such as *sanforized*, *mercerized*, and *sizing*, which are used in relation to fabrics and find out the meaning of each. Collect and study labels that give information about finishing processes used on cotton garments.

Demonstrate the technique of shrinking material.

Learn to identify several cotton fabrics.

Select the fabric which will be used in the construction of a simple cotton garment. Apply what has been learned about suitability to figure and pattern.

List and discuss some of the factors which will contribute to good management, such as wise use of time; selection, arrangement and skillful use of equipment; consideration for others; correct posture; and sharing teacher's help. Make and follow a plan for sharing the responsibility of leaving the department in order.

Examine the pattern and guide to become familiar with the helps provided for placing pattern on material; seam allowance; and symbols.

Develop a score card, as an *evaluation instrument*, which may be used as a guide in setting standards for the construction of the garment and as a device for *evaluating each step* of the process as well as the finished product.

As new constructive processes are encountered, study charts,

samples of constructive processes, guide sheet and reference books.

Formulate a plan of work, showing a sequence of jobs to be followed in the construction of the individual garment. Revise plan from time to time as necessary. Estimate approximate time needed. Evaluate work habits and if necessary make plans for improvements in the use of time and equipment.

Observe a series of demonstrations given in logical order as problems are encountered in class: straightening the material; fitting and altering the pattern; laying and pinning it on the material; interpreting the markings; the process of cutting, basting, and fitting; constructive processes; pressing; use of sewing equipment; and good sewing posture.

Use information acquired during each demonstration by carrying out the process on your own garment.

Plan for class participation in evaluating the completed garments.

Give fashion show.

What are good buying habits? How can I develop the ability to make wise selections of articles of clothing for myself?

Make a survey in class to determine to what extent pupils are taking responsibility for buying their own clothing. List the garments most frequently purchased by them.

Set up some guides to use in selecting cotton dresses, shoes, undergarments and other

clothing which girls purchase for themselves.

Make field trip to a store to study these ready-made garments.

Collect as many labels as possible from ready-made garments. Discuss how the information which they give you might be helpful when purchasing ready-made garments. Make a label giving the information which you would like to find on the label of a ready-made slip.

Apply information in selecting a garment for yourself.

Suggestions for Evaluation

1. Observe improvements made by pupils in the care of hair, skin, teeth, nails and hands.
2. Note changes in the personal appearance of pupils which indicate better habits in the care of clothing.
3. Encourage pupils to report on desirable changes in health practices.
4. Note the extent to which experiences in care or construction of clothing are being carried out at home.
5. Be alert to comments indicating that better buying practices are being followed.
6. Note the degree to which pupils use score card in evaluating home projects in clothing construction.
7. Observe pupils working in class to note improvement in use of time and equipment.
8. Observe the extent to which pupils assume responsibility for the care of the department and the standards which they reach in tasks performed.
9. Listen for comments which reflect pupil's interests in constructing other garments.

HOMEMAKING II

BEAUTY IN OUR CLOTHES

Eight to Ten Weeks

Objectives

To develop:

1. Some ability to plan a satisfactory wardrobe within the family income.
2. An appreciation of good design and becoming color in clothing.
3. Further ability in the construction of more difficult garments for one's self or others.
4. Increased interest in gaining further knowledge of ways of giving adequate care to clothing.
5. Greater ability in the selection and the purchasing of clothing materials and ready-made garments.

Suggested Problems

What factors will I need to consider in planning for a well - balanced, attractive wardrobe without spending more than my share of the clothing dollar?

Suggested Experiences in the School, Home and Community

Discuss the clothing needs of the different members of the family and show reasons why expenditures for the various members may vary.

Consider the factors involved in wardrobe planning in relation to the family's income.

Examine illustrations of high school girl's clothing budgets as set up in references.

Inventory the articles of clothing which were purchased for your wardrobe during the past year. Estimate cost.

Bring to class or describe the best buy you made during the year; the poorest buy.

Study your own wardrobe to determine what new garments you need, those needing repair, and those that can be renovated. Estimate cost of garments needed.

Make a plan for improving your wardrobe on a long time basis, keeping within the amount of money which you think will be available for you to spend.

List good buying practices which should be followed when selecting ready-made clothes. Analyze individual buying habits and make plans for improvement when needed.

Formulate a "code of ethics" to be used when shopping.

Arrange a bulletin board with examples of good advertisements that give information to the consumer.

List and study standards for a satisfactory ready-made dress, coat or suit, blouse, skirt and sweater.

Make a field trip to a department store to study some ready-made garments. Analyze fabric, style, constructive processes and durability.

Organize class into groups and study the selection of accessories, such as shoes, hats, gloves, purses and jewelry.

Plan for suitable accessories which may be used with the present wardrobe. Select or make some accessories that harmonize with wardrobe and are within the clothing budget.

Arrange an exhibit of accessories made or purchased by members of the class.

Analyze the factors to be considered in determining whether to buy a garment or to make it.

Plan to make a garment in class, basing your selection on wardrobe needs, savings to be realized, and ability to sew.

*What is beauty in dress?
How may I develop the ability to select and wear clothes that are appropriate, attractive and becoming?*

Discuss how beauty is expressed in clothes.

Review the principles of design, color and style.

Study fabrics and accessories to determine how each contributes to attractiveness and becomingness in dress.

Discuss the types of clothing which are appropriate for various occasions, giving consideration to the relationship between appropriateness in dress and a feeling of confidence.

Find illustrations of articles of dress which may be worn in different combinations or with different accessories, thus making them usable for a variety of occasions.

What further information and skills do I need in order to gain new experiences in the construction of a more difficult garment for my wardrobe?

Summarize individual accomplishments of the first year in terms of experiences gained in working with fabrics, in variety of constructive processes, and type of design. Using this summary as a guide, plan for the construction of a garment involving use of a new fabric and more difficult constructive processes.

List the qualities of fabrics other than cotton, that should be considered when buying dress materials.

Learn some practical tests which may be made to identify these fibers.

Collect a variety of samples and test to determine the type of fiber.

Investigate and compare the prices of a variety of fabrics, such as silk, wool, and synthetics.

Select pattern and material for garment to be constructed, applying wise guides in buying and warbrobe need as a basis. Find out what special care must be taken in preparation of material for cutting, in sewing and pressing.

Develop a score card, as an evaluation instrument, which may be used as a guide in setting standards for the construction of the garment and as a device for evaluating each step of the process as well as the finished product.

Review steps and techniques in the use of patterns and sewing equipment, in construction processes, fitting a garment, work habits, and care of laboratory, as construction problems are developed.

Acquire new information and help from pattern guide, references, charts and teacher, as needed.

Select and bring to class accessories needed to complete

the costume. Show how these same accessories may be used to complete other outfits in the wardrobe.

Plan a fashion show as a class activity in which the complete outfits will be modeled. Present it at a chapel, P. T. A., or F. H. A. program or as a feature at open house, Woman's Club, or other community meetings.

What new skills do I need in order to give more adequate care to my clothing?

Read references to determine new techniques necessary in caring for wool, silk, and synthetic fabrics which differ from those used in caring for cotton.

Arrange an exhibit contrasting the results of correct and incorrect methods in caring for silk, wool and synthetic fabrics.

Choose a committee from your class to demonstrate the laundering of garments made of silk and synthetic fabrics.

Bring to class illustrations of equipment that may aid in the proper storage of garments.

Discuss the dangers involved in home dry cleaning.

Demonstrate the removal of different types of stains from a sample of solid colored rayon or silk fabric of medium color. Indicate difficulties which may arise in spot cleaning a garment that has seen some wear; on a fabric that does not show balanced construction.

Experiment with removal of stains or water spots on samples of materials from which garments were made in class.

List repairs needed in your own or your family's wardrobe. Bring one article of clothing and repair in class.

Look over your wardrobe and locate garments needing minor renovations. Bring a garment to class and renovate.

Continue repair and renovation projects at home.

Suggestions for Evaluation

1. Be alert for comments which indicate satisfaction which pupils have gained through experiences in working on problems in selection, construction, and care of clothing.
2. Determine to what extent pupils' interest in working on clothing problems at home has increased during the unit.
3. Observe evidences which indicate that pupils are taking better care of their clothing.
4. Note comments from parents as to whether or not pupils are assuming more responsibility for the care of their own clothing.
5. Give a variety of tests to determine pupils' increased knowledge of fabrics, colors, weaves, and standards for selection of ready-made clothing.
6. Listen for comments from sales people or from pupils which would indicate improvements in shopping ethics.
7. Evaluate judgment shown by pupils in scoring garments constructed or remodeled.

HOMEMAKING III

ADVANCED PROBLEMS IN FAMILY CLOTHING

Five to Six Weeks

Objectives

To develop:

1. An understanding of the factors involved in determining the family's clothing needs, and a desire to make a contribution toward meeting these needs through intelligent use of the family income.
2. Further ability to use good buying practices in purchasing family clothing.
3. The ability to select suitable and becoming accessories which may be combined in different ways to create a variety of outfits.
4. The habit of using time, energy and equipment more wisely in solving clothing problems.
5. Increased skill in selecting and using construction processes which give garments a professional appearance.
6. Increased understanding of the principles underlying the use of specific techniques in caring for new fabrics.
7. The ability to determine when to purchase clothing ready-made and when to make it at home either from new materials or from used garments.
8. The ability to renovate little-used or outgrown garments in which the fabric is in good condition.
9. Further skill in using short cuts in garment construction without sacrificing standards.
10. Sufficient skill in the construction of garments to enable the individual to add to her personal or family income.

Suggested Problems

How can I increase my ability to assist my family in good management of the money available for the family clothing?

What experiences in the use of construction processes can I explore further in meeting my own or my family's clothing needs? How can I develop more proficiency in the use of time and equipment as I gain these experiences?

Suggested Experiences in the School, Home and Community

Consult reference materials for problems which families face in providing the family's clothing. Give personal illustrations.

Review the factors which determine the amount of money each family member has to spend for clothing. Study some clothing budgets. Determine how expenditures differ with income, age and activities.

Discuss some of the things which will affect clothing expenditures in your own family.

Make a list of the clothing that you consider basic for a high school girl. Estimate how much it would cost to purchase such clothing in sufficient quantity for a year.

Analyze your own wardrobe. Make plans for replacements you will need within the next year. Plan what you will need to buy ready-made, what you can make and what you can remodel. Compute the cost of clothing needed. Compare cost of ready-made garments to those made at home. Consider such factors as time, energy, money.

Select a construction problem in your own or the family's wardrobe which will involve experience in working with a new fabric, probably wool, and which will include new construction processes.

Study the characteristics of wool fiber. Find out what

tests may be made for wool fibers and experiment with the testing of wool fabrics.

Analyze weaves used in a variety of wool samples.

Collect and study labels from wool fabrics to determine how labels aid in selecting them.

Consider how the nature of wool fabric affects the design chosen for a garment. Select a design for a tailored garment to be constructed in class.

Collect a number of samples suitable for a tailored garment and bring to class. From this collection, select a material desirable for your garment and suitable for your wardrobe.

Discuss the essentials of a well fitted, tailored garment. Set up standards to be attained at successive stages of garment construction. Determine how the techniques used in handling woolen fabrics affect the finished garment.

Formulate a plan by which greater proficiency in the use of time, energy and equipment may be reached, and use it as a guide.

Review the procedure used in clothing construction in the first and second years before beginning work on tailored garment. Organize work on basis of such procedures, revising them in the light of your experience and the demands of the design selected for your garment.

List new problems which the construction of a wool garment presents. Learn from reference materials, charts and demonstrations the proper techniques to apply as these problems are encountered in the construction of the garment.

Construct the garment following the accepted procedure in individual guide sheet.

Evaluate your garment in terms of wise use of money, time, energy, need and increased skill.

Construct additional garments as home projects for development of additional skill.

How will keeping my own and my family's clothes in good repair improve the family's dollar? How can I acquire special ability in caring for the newer types of fabrics?

List ways in which garments in the family's wardrobe may be remodeled so that they may enlarge and give variety to the wardrobe and at the same time reduce cost.

Describe garments that have been remodeled which you or a member of your family enjoyed wearing.

Set up an exhibit of garments that have been remodeled.

Bring garments to class and discuss their possibilities for remodeling.

Exhibit on bulletin board some pictures clipped from current magazines and fashion leaflets which suggest changes that can be made in garments at little expense and with a minimum of time.

Check present wardrobe and find one or more garments

which may be made usable and attractive with minor alterations.

Determine by reading references, studying charts, and experimentation, the new skills which will be needed in the process of remodeling a garment.

Remodel a garment for yourself or another member of your family, applying artistic ideas which are suitable to the figure type, coloring and personality of the individual.

Discuss the importance of and find out what continuous and seasonal care should be given wool garments.

Visit a dry cleaning establishment and observe cleaning and pressing a wool garment. Observe the safety precautions practiced to prevent fire hazards.

Investigate the advisability of home dry cleaning. Prepare a talk on the hazards of home dry cleaning.

Working in small groups, demonstrate preparing a wool garment for storage during the summer; equipment needed and techniques used in pressing wool garments; repairing several types of rents; and removing spots from wool.

How can I gain a better understanding of the satisfaction to be derived from wise purchases of ready-made clothing and accessories?

Review standards to be applied when selecting ready-made clothing.

Take a field trip and study ready-made garments.

Apply standards set up in class when purchasing a garment for self or other family member.

Discuss the value of each of the following as guides for the shopper when purchasing textiles and clothing; personal experience and knowledge; information furnished by the producer and the merchant; and assistance offered by the government.

Study labels which specify that articles have been made to conform to government standards.

Exhibit a collection of labels which contain information you like to have when purchasing clothing.

Explore sources of reliable information on the selection, use and care of furs.

Determine what should be considered in deciding which garments should be made in the home and which garments could be more wisely purchased ready-made.

Arrange for committee reports on how price is affected by: delivery service, well-trained clerks, rest room service, approval privileges, credit, type of equipment and appointments and shopping practices.

Select a basic suit or dress and arrange an exhibit showing how changes of suitable accessories may be used to create a variety of outfits.

What further information and skill do I need in order to earn money by the construction of clothing?

Survey your community to find out what possibilities there are for wage-earning opportunities in clothing construction and alteration.

Determine the space and equipment that would be needed at home for a wage-earning job in clothing construction and alteration.

List qualifications that must be met by a person engaged in this type of wage-earning occupation.

Determine the extent to which your personal qualifications and skills are suited to this wage-earning occupation.

If interested, proceed with making plans for wage-earning in garment construction and alteration.

Suggestions for Evaluation

1. Be alert for indications that pupils are managing their share of the family clothing dollar wisely.
2. Listen for comments which indicate that the pupils have influenced their family's spending as the result of information gained in class.
3. Note improvement in techniques and skills as indicated by practical tests.
4. Observe pupils' class activities to determine progress in improved management of time and energy, in showing independence in work, and in improvement of standards of work.
5. Look for improvements in the wearing of more appropriate clothing; in care of clothing.
6. Get reports from homes as to whether or not the pupils are assuming more responsibility in selection, construction and care of family clothing.
7. Survey the extent to which pupils are assisting with remodeling clothes for other family members.
8. Survey the extent to which pupils are making or repairing garments for others for pay.

FAMILY ECONOMICS

Homemaking I

No separate unit is recommended for the first year of homemaking as the problems in family economics are integrated with all the units.

Homemaking II

No separate unit is recommended for the second year of homemaking as the problems in family economics are integrated with all the units.

Homemaking III

Managing the Family Resources

OVERVIEW

In a world of changing standards and prices the basic consumer problems are how to select, use and care for those things which individuals and families need to maintain adequate and satisfying home living. These problems in family economics are encountered in their natural setting in all the areas of the homemaking program; therefore, they are included in the units of all areas. It is recommended, however, that a unit in family economics be presented in the third year which would help pupils summarize and get a better understanding of management of the family's total resources.

The unit, *Managing the Family Resources*, gives emphasis to the over-all planning for the use of one's real and financial income and suggests opportunities which give pupils first-hand experiences with their economic problems. ". . . no phase of home economics education is more important to more people than family economics, especially if it is defined to include not only the study of family resources—money, credit, community services, the time, energy, and

talents of all family members—but the management of the home in which these resources are used.”¹

Since pupils have had experiences in the selection, use, and care of merchandise in the various areas during each year, this unit will deal with the selection and use of goods only as it contributes to the income, real or financial.

¹ **Vocational Education in the Years Ahead**, p. 218. Federal Security Agency, U. S. Office of Education, Washington, D. C.

HOMEMAKING III

MANAGING THE FAMILY'S RESOURCES

Two to Three Weeks

Objectives

To develop

1. An understanding of what constitutes the family's resources.
2. Increased ability to plan cooperatively with the family for the wise use of the family's resources.
3. The ability to keep simple records which can be used as a means of evaluating expenditures.
4. An understanding of one's share in the family income.
5. Some ability to make wise use of the family's resources.
6. Increased ability to use equipment efficiently.
7. An understanding of the relationship between price and value.
8. The recognition of one's responsibility for contributing to the family income through production of goods, rendering services, or earning money.
9. Some ability to see beyond personal interest in wider social and economic responsibilities.

Suggested Problems

What are the resources of my family?

Suggested Experiences in the School, Home and Community

Discuss the meaning of the word *resource*.

Read selections from stories which point out resources of various families, showing how labor, time, talents, and management make their contribution.

List the resources of one's own family. With the help of the family add to this list.

What is my contribution to these resources and how may I make a greater contribution?

List contributions which high school girls can make to the family resources. Check contributions which you make. Add to this list others which you can and should make.

Study your possibilities for wage-earning. If possible, work for a given period of time and live by a budget.

If not contributing to money income, plan for your contribution to the family resources through use of time and energy. Compute your contribution in terms of money.

Discuss the contribution that your mother makes to family income and welfare.

How can the resources of my family be used in order that all family members may get the most from them?

List things in the department for which the money is spent each year. Discover from the records how much was spent for foods, supplies in other areas, upkeep of department, equipment, library, et cetera. Make a plan for the use of the department's money for the current year.

Discuss the uses of the family income. List all of the ways in which it is spent.

Study budgets for families on various income levels. Read to discover the percentage of the income which should be spent for such items as shelter, food, and clothing on several levels. Make a plan for the wise use of the family's income on the income levels which are common in the community.

Display these budgets in the school or local stores.

Discuss the advisability of a long-time budget *versus* a three months budget.

Compile a list of good buying practices based on readings and things learned in other areas.

Set up an exhibit contrasting good and poor buying practices.

Compare the cost of a piece of equipment, such as a washing machine, when it is paid for in cash, in installments, by charge account, and with borrowed money.

Decide when it is desirable to use a charge account.

Find out the sources of credit in your community and set up some good practices for using credit.

List the things for which people generally save. Discuss the difficulties that most people have in saving money.

From reading and information already gleaned, list some investments that the average person may make.

Invite an insurance agent to talk to the class, explaining the various types of insurance that one may buy and the amount that the average person should buy.

Invite a well-qualified person to talk to the class, explaining the social security system and the benefits to be derived from it.

Have a member of the class report on government saving

bonds as a form of investment. Invite a well-qualified person to talk to the class on the reasons why it is important to make a will.

What is my share of the family income?

Analyze the modest income of a given family and determine how much should be spent on the high school daughter.

Compare your own family's income with that of the family studied. Decide what is your share of your family's income.

Discover problems which may be solved in homemaking classes that will help you to decrease the amount of money needed for your maintenance or would help you to contribute more to the resources of the family.

Set up a simple system for keeping a record of the money received and spent.

How does the management of the home and the use of equipment contribute to the family resources?

Read stories in which there are illustrations of well managed homes. Relate these stories in class. Tell how the management contributed to the resources.

Discuss business practices used in your family regarding spending money, managing time, buying and caring for equipment, buying supplies, and keeping records. Make a plan by which you can improve on one or more of the above practices.

Make an exhibit illustrating *waste* on the part of American families.

Examine the arrangement of both large and small equip-

ment in the department. Determine whether this arrangement is planned with the idea of saving time and energy. Get out the small equipment needed to prepare some recipe. Count the motions and the steps taken. Rearrange the equipment so as to save time, motion, and steps in this operation.

Get out the equipment at home needed for the preparation of the same recipe. Count the motions and steps taken. Make a plan for improving this work center at home.

Have one student give a demonstration on setting the table. Keep a record of the time, motions, and steps taken. Evaluate the operation and offer suggestions for improvement, such as rearrangement of the storage of dishes, use of both hands, and use of tray. Repeat until the table can be set with the minimum of time and energy. Make plans for setting the table at home with the use of minimum time and energy.

Carry through the same procedures in ironing a blouse, making a bed, and other household tasks which high school girls should do at home.

Invite the parents to the home-making department to observe pupils demonstrate *work simplification* in table setting, bed making, and the performance of other household tasks.

Discuss the value of labor-saving devices as a means of in-

creasing the homemaker's contribution to the family's resources.

Determine when labor-saving devices justify the outlay of the money involved in their cost.

Write and present a skit for the radio or PTA showing how time, talents, energy and management of the home contribute to the real income.

Suggestions for Evaluation

1. Note pupils' continued interest in better use of resources.
2. Observe evidences of good management of both real and financial income while visiting in the home.
3. Observe pupils' interest in keeping departmental records.
4. Evaluate records of pupils' expenditures to determine improvement in their habits of spending money.
5. Note increase in the number of home experiences in the area of family economics.
6. Observe improved buying practices of the pupils.
7. Observe improvement in pupils' use of time, energy, and equipment.

FAMILY RELATIONSHIPS

Homemaking I

Being a Well-rounded Person

Homemaking II

Living Happily with Our Family and Others

Homemaking III

Looking Toward Happiness in Homemaking and Other Vocations.

OVERVIEW

Family life is one of the values of the *American Way of Life* which should be cherished. The family today, in a challenging world, faces many perplexing problems, some of which are lack of adequate places for home recreation, insufficient privacy, feeling of unrest among youth, failure to share home responsibilities, inability to spend increased leisure profitably, increasing divorce rate, varying work hours and conditions within the family, and marked differences in the points of view of parents and children. These changing conditions indicate need for guidance in the development of more stable family relationships which lead to a happy and democratic way of living. It is important that the home provide an atmosphere in which the individual may develop a feeling of adequacy which will enable him to cope with the problems of daily living and grow increasingly independent in solving them satisfactorily. *Therefore, education for effective family living must not be left to chance.*

In the first year the importance of growing up emotionally will be emphasized through *Being a Well-rounded Person* and attention will be given to developing wholesome attitudes regarding family living. Pleasure in daily living depends in a large measure upon the degree to which one is accepted by others. Thus the development of traits which

will help the girl to get along well with her family and friends merits emphasis.

The everyday living experiences of the tenth grade girl unfold many opportunities for developing some ability in *Living Happily with Our Family and Others*. Pupils want and need help in understanding themselves as well as others in order to make the most of opportunities that come their way. Therefore, emphasis is placed upon individual development and the adjustments necessary for individuals to make which will enable them to get along happily with their families and others.

In the third year, considerable time is devoted to the unit *Looking Toward Happiness in Homemaking and Other Vocations*. Since homemaking is the number one vocation, due to the number of persons involved, the scope of the job and the information and ability needed in planning for marriage and parenthood are emphasized. The pupil needs guidance in understanding the different skills, abilities, and intangible values which are essential in the maintenance of a happy home. Some preparation for a vocation requiring homemaking skills or one to which homemaking training makes a contribution is also included in the third year.

HOMEMAKING I

BEING A WELL-ROUNDED PERSON

Four to Five Weeks

Objectives

To develop:

1. An understanding of the characteristics of worthy home members.
2. A wholesome attitude toward assuming home responsibilities.
3. Some ability to get along with our families and others.
4. An understanding of how to use free time in a pleasant yet worthwhile way.
5. A realization of what the family may contribute to the individual's development.

Suggested Problems

How may we live more happily with our families?

Suggested Experiences in the School, Home and Community

Make a list of the basic needs of every individual and discuss the part that each member of your family plays in meeting these needs.

Make a list of character and personality traits which are helpful in bringing happiness in the home. Discuss how these traits may be developed.

Set up a score card for self-rating as a family member. Make a plan of activities for self-improvement.

Make a list of the daily activities which take place in your home. Check those for which you are entirely responsible; occasionally responsible. Plan

with the family how you can assume responsibility for other jobs. Carry this through as a home experience.

Give a chapel program or radio skit dealing with good family living. Dramatize some form of family counseling; democratic practices in solving family problems; sharing in home responsibilities; budgeting the family income; having fun together as a family group.

Show films on family life to class, and follow with a discussion period on the learnings illustrated by the film.

Discuss common causes of disagreements between parents and children.

List and discuss some outstanding values to family members of a home in which democratic ways are practiced. Give examples of how your family can and does practice democracy.

Read stories, novels and autobiographies which describe family life and tell of the influence of family life on the individuals.

Suggest a number of radio programs that can help in solving personality problems and choose one or more for special group analysis. Anticipate the problems that will arise in the next program and refer to source materials, descriptive or factual, as a basis for thinking about the problem. Arrange personal or school schedule so that all can

How can I make and keep friends?

What can I do to improve my personality?

listen to chosen program. Divide class into committees to decide whether desirable solutions were reached.

Write a character sketch of a good friend who has a well-rounded personality. Give your reasons for the choice of this friend.

Pool these reasons and from them develop a personality score sheet.

Set up guides for making and keeping friends. Consider the value of having many friends.

Make plans for individual and group use of the personality score sheet developed by the class.

Make specific plans for the following personality improvements: building up one good quality; eliminating one fault; making and keeping one new friend for this year. Keep record and check frequently.

Read a case study illustrating boy-girl entertainment problems. Locate in this study such problems of the teen-ager as: steady dating, double dating, group dating, and petting.

Read selected references and with this background decide what is a *good time*. Compile a list of interesting things to do while dating.

Compile a list of desirable characteristics of boy friends. Invite boys to give their ideas of desirable personality traits. make composite list and decide which characteristics are most

important for lasting friendship.

Prepare "candid camera" skits representing some desirable and undesirable behavior. Relate instances in which you felt you needed to know more about rules of etiquette.

Discuss the importance of assuming personal responsibility for using good manners.

Learn and practice good manners: when talking over the telephone; in the theater; on the street; in church; at a ball game; when eating out; when dating.

Set up courtesy guides for high school pupils.

Sponsor a courtesy week at school.

Plan a party, such as F. H. A.-F. F. A., N. H. A.-N. F. A., in such a way that emphasis will be given to establishing good boy-girl relationships. Follow with small group discussions and use suggestions in planning another social affair.

How can I use my free time in a pleasant yet worthwhile way?

Keep a diary for a week to show how you used your time.

Analyze activities in which pupils engage. Decide how the different activities can contribute to a well-balanced personality.

Give examples of activities that parents and children of your acquaintance enjoy doing together. Plan an interesting experience for yourself and your family.

Arrange a display of various hobbies. Decide upon those which can be shared with others to improve relationships. Give reasons for your choices.

Analyze your routine duties at home to see if better management would allow you more leisure time. Make a time study of one or more of these activities to determine whether the time can be shortened and report on your success.

As a group project put on an exhibit of games which could be played in the home and out-of-doors with a group of young friends. Learn to play at least one new game.

Be familiar with the purposes and activities of the F. H. A. or N. H. A. organization and describe how membership can be made a worthwhile experience.

Find out what recreational opportunities are available in your school and community.

Make a plan for a social occasion which honors some member of your family. Carry it to completion and report to class on your success.

Make a list of things one could enjoy doing while alone, and use every available resource in finding out how to do one or more of these things well.

Suggestions for Evaluation

1. Observe pupils on the school ground to note whether they are thoughtful of others.

2. Determine to what extent pupils show improvement in practicing rules of courtesy at school and in other public places.
3. Look for evidences that all pupils are participating in group activities and that they enjoy the activities in which they do participate.
4. Evaluate the progress which has been made by each pupil who has planned to develop more desirable personal characteristics.
5. Find out how pupils are showing improved attitudes toward assuming home responsibilities through home visits and talks with parents.
6. Encourage pupils to report on new ways in which they have used their leisure time.
7. Confer with other teachers in the school to discover evidences of how well pupils are practicing in their everyday living their new learnings in conduct, personality development, and character traits.
8. Observe groups of pupils working together for evidences of ways in which they follow democratic procedures in group planning, in sharing responsibilities and in abiding by decisions of the majority.

HOMEMAKING II

LIVING HAPPILY WITH OUR FAMILY AND OTHERS

Three to Four Weeks

Objectives

To develop:

1. An understanding of the basic principles which contribute to the development of a well-adjusted person.
2. An interest in becoming an emotionally mature person.
3. An appreciation and respect for the rights and privileges of the other members of the family.
4. Greater understanding of and tolerance for individual differences.
5. The ability to plan with other family members for shared experiences that will promote family unity.
6. The ability to plan for one's own personal needs within the setting of the home without claiming more money, space, equipment or attention than is one's due.
7. An increasing realization of the importance of establishing satisfactory relationships with girls, boys and older people.
8. Understanding of the significance of the family in community and national life.

Suggested Problems

How do my attitudes affect my success as a family member? What traits should I develop which would contribute to happy family life?

Suggested Experiences in the School, Home and Community

From movies you have seen or books you have read, describe two characters who, though physically mature, were not truly grown up and give your reasons. Discuss the effect they had on their families and others.

Observe your friends of high school age and list five desirable deeds for which they received recognition and attention. Describe some undesirable methods by which boys and girls of high school age try to get recognition and attention.

Study yourself, listing the traits you like in yourself and those which could be improved. With the help of a friend, decide on two traits that you wish to improve. Make a plan for your procedure. Follow your plan for a given time. Report progress. Determine further improvement needed.

Watch for a situation in your family in which you might praise your mother, father, sister or brother for something they have done. Notice the effect which sincere praise and recognition by members of the family has upon others.

Discuss some common causes of conflicts between parents and children. Decide how they may work together in eliminating these differences in the solution of family problems.

How can I work with my family toward achieving happy relations through efficient management of the home?

Discuss the ways in which management may affect family relationships. Discuss the advantages and disadvantages of women working outside of the home. Organize the class into groups or committees for discussion of problems of home management. Let each group present a special problem in management to the group, with suggested ways of solving it.

Have class make a work plan for the management of the laboratory and assign tasks. Let each pupil be responsible for her task over a given length of time.

Make a work schedule for your family, illustrating the division of responsibilities for each member according to age, ability and available time. Hold a family council and discuss these plans. If accepted, help in carrying through the plan over a given period of time and report the results to the class.

How can I plan to meet my own personal needs without claiming more than my share of money, space, equipment and attention from the family?

Make a list of what you consider are your personal needs. Distinguish between *needs* and *wants*. Identify the *wants* which create conflicts in your family. Give consideration to some ways by which these conflicts can be ironed out.

Discuss what is meant by the "give and take" in family life.

Read some of the articles appearing in modern magazines which deal with actual life situations. Analyze the way in which the families seem to be meeting their problems.

List some possible problems or peeves which exist between parents and children. Assign a problem to each girl. Ask her to put herself in the place of the parents and discuss how she would solve the problem.

Invite one or more parents to discuss solutions to some of these problems which create conflicts or tensions in the home.

How can I be popular with boys and girls of my own age, with older people?

Let each pupil analyze ways in which she may meet one or more of her needs without claiming more than is due her as a member of the family.

Describe what is meant by the term "being popular". Describe a person whom you admire very much, telling why you like her.

Plan some ways in which you can have wholesome fun in your home with friends. Invite some friends in and carry through the plan.

List some ways in which you and your friends can have wholesome fun outside of the home.

Prepare a list of "do's" and "don'ts" that one should follow in any boy-girl relationship. Suggest ways by which a girl may share in the responsibility for making a date fun and a success.

Dramatize introduction of boys to girls, youth to older people, *et cetera*.

Read authentic information concerning mental, physical, emotional and social development and discuss how each affect one's relationships with others. Discuss the place of sex in human relationships.

Discuss some possible causes of conflict between children and relatives or older people and suggest how they may be avoided.

Listen to the radio, or read some stories, or give personal

How does my family life contribute to the welfare of my community and nation?

examples of good relationships between children or youth and older relations or friends. Discuss the traits which made this relationship a happy one.

Discuss what responsibilities the family has toward: maintaining attractive and sanitary surroundings; establishing and maintaining good relationships with neighbors; participating in church and civic activities.

Describe an incident in which your family assumed some responsibility in good neighborliness.

Participate in a school or community project which was planned for the welfare of the group.

Suggestions for Evaluation

1. Listen for comments and observe evidences indicating improvement through changed behavior on the part of the pupils.
2. Determine the extent to which pupils appreciate the fact that courtesy and tolerance begin at home.
3. Give an essay test describing family situations and ask pupils to analyze the factors to be considered in arriving at the solutions to these problems.
4. Listen for comments made by pupils which indicate appreciation for the rights and privileges of other family members.
5. Look for evidence of an increased feeling of community pride on the part of F. H. A. and N. H. A. members as shown by participation in community projects.

HOMEMAKING III

LOOKING TOWARD HAPPINESS IN HOMEMAKING AND OTHER VOCATIONS

Six Weeks

Objectives

To develop:

1. An understanding of the influence of heredity and environment on family life.
2. An understanding of the importance of getting along well with present families and friends as preparation for marriage.
3. The desire to acquire those qualifications which make for happiness in marriage.
4. Some understanding of the satisfactions and responsibilities of parenthood.
5. An appreciation of the role of religion, education and social growth in the development of good relationships in the family.
6. An understanding of the responsibility which the family has for community welfare.
7. A realization of the contribution which successful family living makes toward the ability to earn a living.
8. An interest in exploring various vocational opportunities to which homemaking training makes a contribution.
9. More skill in that phase of homemaking which contributes to training for your chosen vocation.

Suggested Problems

What do I need to know about the effect of heredity and environment upon happiness in marriage?

Suggested Experiences in the School, Home and Community

Read selected references on inherited characteristics. Discuss how these might affect happiness in family life.

What factors contribute toward happy family life? How can I prepare to meet the responsibilities of marriage and homemaking?

Read selected references on the effect which environment has on the development of inherited characteristics.

Discuss the importance of preparing for marriage and homemaking.

Compile a list of statements of values in family living which make for "good" family relations. Consider how you can use these statements of values as a basis for developing your personal standards in relation to marriage and family living.

Make reports on and follow with discussion of such topics as: health as a contributing factor to happiness in marriage; inter-racial marriages; marriages of people of different religious beliefs; and too much difference in the age of the couple.

Conduct a panel on the influence of family background upon the success of the marriage.

Discuss what is meant by emotional maturity. Develop a check sheet of terms describing an emotionally mature person. Check yourself to see if you are "emotionally grown-up".

Using case studies as examples discuss privileges and obligations of marriage.

Distinguish between the courtship and engagement periods and discuss obligations and privileges involved in each.

Report on origin of marriage customs and bring to class ar-

ticles and pictures and compare with present day customs.

Interview a lawyer to obtain information on North Carolina marriage laws. Examine a copy of the marriage license in your state.

Read a marriage ceremony and invite a minister to discuss the sacredness of the marriage vows.

Discuss the reasons why secret marriages are apt to cause unhappiness.

Have a qualified person talk to the class on plans for weddings and compare cost and suitability.

Describe the various types of weddings which you have observed. Bring in newspaper clipping describing weddings and discuss marriage etiquette.

Make a list of problems likely to confront young married couples, such as budgeting; sharing jobs in the home; spending money wisely; standard of living; use of leisure time; early parenthood.

Plan shopping tours to a jewelry store, a department store, and a five and ten cent store to make a comparative study of cost, design, quality and suitability of china, silver, crystal and linens.

Make a list of the housekeeping jobs which society usually expects of a wife. Plan and develop some skill in these housekeeping jobs.

What do I need to know concerning the satisfactions and responsibilities of being a parent?

What influence do religion, education and social growth have on the development of good family relations?

Refer to problem in third year unit on Child Development for suggestions for activities.

Discuss the meaning of spiritual life in the home.

Invite a person in the community to talk on spiritual development and its importance in family living. Make a list of ways in which the home can meet these spiritual needs. Read poems and stories that show the influence of spiritual values on home life.

List ways in which the churches in your community help to meet your spiritual needs.

Make a list of your community's educational resources and discuss how your family can make use of them.

Tell why you think education for home and family living is important. Have a panel discussion on Boys as Well as Girls Need Education for Homemaking.

Give some illustrations which show that your community is aware of its existing social conditions.

Investigate local and State laws which protect the family.

Make a list of your responsibilities as a citizen in your community. Plan and carry through a project which illustrates practices of good citizenship.

Name some of the responsibilities which the family can as-

sume that will improve community life.

Participate with members of your class in a symposium on How the Family Can Help to Preserve Democracy.

Write a paper on Democratic Practices in the Home.

How can my homemaking training contribute to my general preparation for a wage-earning job.

Review briefly some of the learnings which you have gained from your homemaking course and consider how they may contribute to your qualifications for wage-earning.

Invite a business man to talk to the class on what he looks for when interviewing an applicant. List some ways in which your homemaking training has prepared you to meet the requirements which he stressed.

Survey your community to find out what jobs are available which require some homemaking training.

Conduct a survey of the graduates of the high school for several years to find out the types of work they are now doing.

Make a list of ways in which home economics training can aid a woman in earning money in the home.

Discuss homemaking hobbies which may become a source of income. Display hobbies of class members and decide which are of most value in leading to vocations.

Have counselor talk on aptitude testing as one way of determining personal abilities and aptitudes regarding what you want and what you might do best.

Under the guidance of a teacher, take the Kuder Interest tests and talk over apparent predominant interest.

Investigate the advantages and disadvantages of different vocations in which the members of the class are interested.

Invite representatives of different fields to talk to the group about their jobs. Supplement the information gained by studying literature secured from employer associations, labor unions, professional organizations and government departments.

Make field trips to observe people at work.

Observe audio - visual aids which portray life in different fields of work.

Divide into groups according to special vocational interest. Let each group interview an able representative employed in its special field to find out the duties involved in the particular vocation. Make a plan by which each member of the group may secure experience for her chosen vocation—food service, waitress; home nursing; retail work; clerk; caring for children; dressmaking.

Let each pupil plan with teacher for some work experience in her chosen occupation.

Carry through the plan and evaluate her performance on the job. Make provision for additional training if needed.

Interview graduates living in the community who know college life. Following this, plan a dramatization of college life—money needed, clothes, *et cetera*.

Read biographies of people who have been successful in different home economics vocations and decide what made them successful.

Make a chart of home economics vocations which require college training. List the qualities desirable for the various vocations.

Make a vocational asset and liability chart of yourself to determine the work requiring college training for which you are best suited.

How does successful family living help an individual to be well-adjusted in the role of wage-earner?

Review the factors which contribute to successful family living. Discuss the effect that these factors have upon the productiveness of the worker and his relationships with others in his work.

Name the kinds of employment in which the people in your neighborhood are engaged. Discuss the working hours and demands of the job. List the responsibilities of the other members of the family toward helping to keep the worker well-adjusted. Decide upon the home responsibility the worker should be expected to assume in view of the requirements of his job.

Show how the schedule of home responsibilities can be modified if several or all of the members of the family work outside the home.

Discuss ways in which the mothers' responsibilities must be shared if she works out of the home.

Suggestions for Evaluation

1. From informal conversation with pupils determine the extent to which they are collecting information and developing skills which will help them in their chosen vocation.
2. Give paper and pencil tests illustrating judgment in choices; ability to analyze situations; applications of principles; and solutions of practical problems related to homemaking and other vocations.
3. Observe increase in number and quality of work in home experiences dealing with home and family living.
4. Determine to what extent the girls are participating in work experiences which increase their skill in preparation for a particular vocation.

FOODS

Homemaking I

Simple Meals for the Family and Conservation of Acid Foods

Homemaking II

Family Meals for the Day and Conservation of Non-acid Foods

Homemaking III

Special Problems in Foods

OVERVIEW

In light of the data regarding the nutritional status of North Carolina, special emphasis will be given to developing pupils' appreciation of values to be derived from improved food habits.

Each year special attention will be given to stimulating pupils to gain satisfaction and pleasure from the application of approved methods in such activities as meal-planning, marketing, and in the preparation, service and evaluation of the meal.

Emphasis will be given to the importance of wise use of the food dollar, since the amount spent for food must be seen in relation to the total amount of the family income and to the nutritional needs of the family.

Problems in good management as related to foods will be an integral part of all experiences in this area, so that pupils may develop habits of efficient use of time, energy and equipment.

Experience in meal service offers an opportunity for the pupils to develop increasing graciousness, poise and consideration for others.

The preparation of *Simple Meals for the Family*, utilizing some foods which can be used *interchangeably* for breakfast, lunch or supper, is suggested for the first year. The experi-

ences in *Conservation of Acid Foods* should include recommended techniques of canning, dehydration, and freezing of acid foods.

In *Family Meals for the Day* students have more experience in planning, preparing and serving nutritious meals for a family of four or more. Since a variety of food is conducive to better planned meals, conservation of non-acid foods including brining, dehydration, freezing and canning will be emphasized. Pupils will be given an opportunity to participate in using the school community cannery where one is available.

Special Problems in Foods is planned so that individual pupils or groups may pursue their interests and thereby gain more experience in the study of foods. Some of the special problems might include: foods for special occasions, quantity cookery—mother-daughter functions, teas, banquets and church suppers—out-of-door cookery; food economics; preparing for jobs related to foods; special diet problems; and individual problems in conservation.

HOMEMAKING I

SIMPLE MEALS FOR THE FAMILY AND CONSERVATION OF ACID FOODS

Nine to Eleven Weeks

Objectives

To develop:

1. An interest in improving personal appearance and maintaining good health through food habits.
2. An appreciation for attractive, palatable and nourishing meals.
3. Some ability to plan, prepare and serve simple, well-balanced and attractive meals economically.
4. A recognition of some good habits in buying and caring for food.
5. The ability to work cooperatively with others in solving food problems.
6. The habit of managing time, energy, money and equipment efficiently.
7. The ability to use equipment safely.
8. The ability to use good table manners.
9. An understanding of approved methods of conserving acid foods.

Suggested Problems

How do one's food habits affect personal appearance and health? How can I improve my habits?

Suggested Experiences for School, Home and Community

Read to discover how personal appearance is affected by health habits.

List evidences of good health. Have pupils to check themselves by this list.

Pre-test to determine students' knowledge of body needs.

Keep records of food eaten for a day.

Determine food habits of pupils, using a variety of methods. Evaluate habits in terms of a nutritional yardstick.

Have students make plans for self-improvements as a home experience.

Check food habits further to see what changes have taken place.

Make some health slogans relating to food for use in school.

Put on a health skit in chapel or at some group meeting, emphasizing the relation of food habits to personal appearance and health.

Observe food habits in the lunchroom and summarize your observations. Discuss ways by which the class may participate in or direct an activity or project in improving food habits.

What do I need to know in order to prepare and serve attractive, palatable and nourishing meals with minimum expenditure of time, energy and money?

Make a tour of the homemaking department to get acquainted with equipment and storage spaces.

Demonstrate what to wear in the laboratory; how to follow a recipe, emphasizing the efficient use of equipment, accurate measurement and correct mixing; and efficient methods of stacking and washing dishes.

Plan a nutritious simple meal and evaluate in terms of nutritional yardstick, using as a main dish: a salad, sandwich, casserole dish, soup, vegetable, stew, eggs or cereal.

Demonstrate table service and table manners to be used when serving simple meals.

Prepare and serve the meal planned.

Evaluate this simple meal in terms of time involved, equipment used, cost, nutritional value, palatability and attractiveness.

From the evaluation of the first simple meal set up more specific guides to be followed in the future, such as:

Check to see that all equipment is ready to use.

Learn how to use needed equipment.

Study recipes.

Make a plan of work—menu, recipes, market order, time schedule.

Assign jobs to be done—assembling equipment needed, putting away food, setting the table.

Select china, silver, glassware and linen.

Review work habits to be applied.

Review rules for good table manners.

Plan a schedule whereby pupils will share responsibility for keeping the room clean and orderly.

Collect a number of freshly picked vegetables, fruits or flowers and greenery and use them in decorative table arrangements.

Prepare and serve additional simple meals using a different main dish for each.

Evaluate each meal in light of plans and guides set up for use of the laboratory.

List any wholesome foods which you have purposely learned to like as a result of your experiences with foods.

Plan for developing further skill through home practice and home projects—prepare a *surprise* for one of the family meals at home and serve it; help your mother with one of the simple meals at home and take full responsibility for preparation of one or more dishes; keep a record for one week of the time spent in clearing away after supper and washing dishes in your home. Have a class discussion of ways to save time in your work.

What do I need to know about the arrangement, use and care of equipment in order to practice rules of safety?

Discuss the question How Safe is a Homemaker in her Role as a Cook? From personal experience or observation compile a list of accidents which have occurred in home kitchens or school laboratories or elsewhere in connection with food service. Describe how these might have been avoided.

Give a demonstration on safety practices to be observed in the arrangement, care and use of kitchen equipment.

Using a check list on home safety, score your kitchen and the laboratory to see how well they are set up to prevent acci-

dents. Make a plan for removing the hazards and carry it through as a class or individual home experience.

Show films on safety in the home.

Write a script on safety in the kitchen and give it as a chapel or radio program.

What habits should I develop in order to use acceptable table manners and to be at ease when a guest or when entertaining a guest?

Suggest ways in which a host or hostess may be gracious. Suggest ways in which a guest may contribute to the enjoyment of a meal. Invite one or more guests to a meal and practice good manners. Repeat this activity at home to acquire more ease.

What do I need to know about the conservation of acid food in order to provide variety in meals, reduce cost and more adequately meet our nutritional needs?

Discuss need for acid food in the diet.

Decide approximate amounts needed annually for the individual; for the department. Develop a plan for conserving some acid foods.

Investigate possible methods of conserving acid foods and select the approved methods. Show films on conservation of acid foods.

Set up standards for work and for quality of the finished product.

Study steps of procedure to be followed in conserving acid foods.

Assemble and examine necessary equipment.

Select food for best quality and economy.

Prepare and conserve some acid foods.

Evaluate product and methods of work and compute cost. Compare cost with commercially canned food.

Plan for adequate storage space of canned food. Prepare place, label cans and store food.

Plan for developing further skill in conserving acid food through home and school activities. Plan for evaluating your home experiences and report your results to teacher or class.

Suggestions for Evaluation

1. Check pupils' food habits at beginning and at end of unit to note any improvement.
2. Listen for parents' comments on changed food habits of pupils.
3. Note the extent to which home experiences in the area of foods and nutrition are undertaken by the pupils.
4. Have pupils keep a list of new terms which they have learned during this unit and determine how well they use them.
5. Observe to see whether there has been a division of work for efficiency as well as a variety of experiences on the part of each pupil in caring for the homemaking laboratory.
6. Evaluate the pupils' home application at frequent intervals through making home visits.
7. Observe evidences of increased ease and self-confidence on the part of pupils as they prepare and serve meals and carry out other activities in the foods unit.
8. Note, during home visits, whether any of the safety methods have been put into practice in the home.
9. List important accomplishments at the conclusion of the unit and record problems which need further consideration during the subsequent years of foods study.

HOMEMAKING II

FAMILY MEALS FOR THE DAY AND CONSERVATION OF NON-ACID FOODS

Eight to Ten Weeks

Objectives

To develop :

1. A greater understanding of the food needs of various family members.
2. An interest in promoting better family health through the practice of good food habits.
3. More skill in planning, preparing and serving family meals.
4. Greater skill in the manipulation of equipment and in the management of time and energy.
5. Ability to buy and care for food wisely in order to gain increase value from the food dollar.
6. Increased ability to work cooperatively.
7. Some ability to select, use and care for linens, china and glassware needed in serving family meals.
8. A desire to assume more responsibility in the home for the preparation of family meals.
9. Increased ability to entertain graciously and efficiently.
10. Some understanding of how to improve family nutrition and extend the income through home production and conservation of food.
11. Some skill in conserving and storing non-acid foods.
12. Some recognition of opportunities for future experiences through which special skill in the area of food can be obtained.

Suggested Problems

*What are the food needs of the members of my family?
What can I do to help them
acquire better food habits?*

Suggested Experiences at School, Home and Community

Check self for improved food habits over previous year and tell how you accomplished this improvement.

How can I increase my skill in planning, preparing and serving attractive, economical, nutritious and palatable meals for the family?

Determine the adequacy of your family's diet when measured by the nutritional yardstick.

Make a plan of ways that you will work with the members of your family on their food needs and encourage them to improve their food habits.

Decide what proportion of the family's income should be spent for food, taking into account the cash value of foods produced at home.

Set up a food budget for a family, basing it upon good nutrition and upon local production.

Plan the year's food budget for the department.

Review standards for good meal - planning based upon guides used in planning *simple meals*.

Plan meals which will give *new problems* and increase the skill and knowledge gained in the first year.

Make menus for a day's meals on various cost levels, in order to show how to get the most food value from the family's food budget. Analyze the menus for attractiveness, palatability and nutritional adequacy. Set up time schedule for jobs in the order in which they are to be done. Organize a work schedule for these menus whereby a minimum amount of time will be spent in the kitchen.

Set up guides for buying foods. Make trips to grocery stores

to study prices, available products and quality of food.

Select and learn how to use the minimum amount of equipment which will do the job most efficiently.

Decide what care should be given to insure efficient use of equipment.

From the supply of linen, silver, china and glassware in the department, select pieces to be used for serving each meal.

Make grocery order and purchase food.

Demonstrate good standards in caring for food in the department.

Prepare, serve and evaluate a series of family meals according to plans set up.

Practice neatness and consideration for others in serving meals.

Plan for subsequent improvement following the serving of each meal.

Acquire more skill through additional home practice and home experiences.

Discuss different types of entertaining which may be done in the home. List the factors which make entertaining in the home easy and enjoyable.

Plan the food for different types of entertainment, such as mother-daughter teas or banquets, family picnics, birthdays, special holidays, daddydates, slumber parties, and buffet meals.

How can I gain further experiences which will help me be a more gracious hostess?

Select a few recipes for party refreshments and prepare some of them in class.

Plan refreshments, decorations and social activities for a party and carry out your plan.

Study menus from public eating places to become familiar with types of meals, new terms and relative prices. If possible, eat in a public place and make report to class on your experience.

What contribution can I make toward improving family nutrition through home production and conservation of food?

Analyze pupils' activities in summer canning.

Discuss the advantages of home production and conservation.

Make a survey of the community to find out what local foods are available in quantity and use the findings as a basis for planning this unit.

Plan a canning budget for the family; for the department.

From reading, find out latest approved methods for canning non-acid foods in the home.

Study steps of procedure for canning non-acid foods. Set up standards for scoring canned foods.

Demonstrate the use of the pressure canner and other pieces of equipment needed for canning.

Apply the same standards for selecting non-acid foods as those set up for selecting acid foods for canning. Select various types of non-acid foods

suitable for canning which are available in the community at low cost.

Assemble the equipment needed and prepare it for use.

Can some non-acid foods.

Score the finished products.

Evaluate work habits.

Prepare the storage space.

Label the canned food and store it.

Plan for developing further skill in canning non-acid foods through home and school activities and evaluate home application of the principles learned.

Visit the school-community cannery if one is available. Consider the advantages of using it. Observe the methods used in canning non-acid foods in large quantities. Participate in all steps in the canning of food in the cannery.

Visit a freezer locker in your community to see how the food is prepared and stored. See a movie on quick freezing methods. Observe or participate in the preparation of foods for freezing.

Plan for and use these conserved products in food preparation classes.

Invite the agricultural teacher to talk to the class on vegetable gardening.

Plan with the family for a home garden.

Plant and care for your part of the family garden as a home experience—this could be a brother-sister project.

Suggestions for Evaluation

1. Observe increase in number of home activities and experiences in meal service, food production, and food conservation.
2. Look for changes in pupil behavior, indicating changes in attitudes toward food problems.
3. Observe pupils eating in the lunchroom, public eating places and upon other social occasions to see how well they are observing social customs and note their ability to make others feel at ease.
4. Listen for informal discussions by pupils as to the amount and kind of food produced and conserved at home as the result of this unit.
5. Secure reports from family members which indicate that pupils are more considerate of other family members when entertaining friends in the home.
6. Set up with class, reasons for varying degrees of success or failure in working with food.
7. Have pupils evaluate the working habits of the members of the class.

HOMEMAKING III

SPECIAL PROBLEMS IN FOOD

Six Weeks

Objectives

To develop:

1. An understanding of nutritional and food problems as they affect the community.
2. Some realization of how food regulations protect the consumer.
3. A recognition of the variety of food problems which offer opportunities for new experiences.
4. More skill in solving special food problems of interest to the individual.
5. A desire to keep up-to-date on new trends in foods and nutrition.

Suggested Problems

What are some of the nutritional and food problems which affect my community? What part can I play in solving these problems?

Suggested Experiences for School, Home and Community

Observe waste of food in the school lunchroom and other public eating places, as well as in homemaking laboratory.

Interview grocers to find out types of fruits, meats, vegetables, cereals and breads most often purchased by the homemaker.

Interview dairymen as to the amount of milk consumed per family in the community.

Make a survey to find out what pupils eat for breakfast.

Write articles for the school and local papers on these findings. Put up exhibits illustrating these problems with possible solutions.

What are some of the food regulations which affect the consumer in my community? What can I do to help inform the people about them?

What are some of the opportunities in my community through which I may secure additional experiences in working with foods which would enable me to earn money? How may I develop more skill in solving a special food problem?

Present a chapel program, or radio program or a skit to other groups, highlighting food waste in the school cafeteria and public eating places in an attempt to show how food and money can be saved.

Develop a short unit on nutrition and give it to a group of young children.

Look up national, State and local regulations regarding foods. Have local sanitarian talk on these regulations.

Look up the regulations governing your own school lunchroom.

Observe how well your neighborhood store meets food regulations.

Discuss the findings concerning food regulations with your family.

As a joint activity with classes in health, science or another subject, give a program or radio skit to the people in the community on some of the regulations related to food.

Find out the demands in your community for people skilled in working with foods, such as cooks, waitresses, lunchroom helpers, and assistants to caterers.

Make a list of the qualifications and skills required for the various jobs.

List some problems in foods in which pupils feel they need more skill—preparing meals for two; oven meals; several course meal; meals for large

numbers; in solving dietary problems; catering; ways to keep food costs down; conservation of food; and preparation of special foods for sale.

Let each pupil determine her problem and make plans for acquiring more skill. Evaluate progress as the plan is carried out.

Suggestions for Evaluation

1. Visit homes at frequent intervals to observe the progress of the pupils as they work on food problems.
2. Listen for comments from family members indicating pupils' success in carrying through their experiences with food problems.
3. Observe the increased managerial ability of the pupils at home and in class.
4. Secure evidence indicating that pupils are assuming more responsibility in discovering ways of reducing food expenditures.
5. Note improvement in the eating habits of pupils in the lunchroom.
6. Note evidences that various school departments are working together on some food problems.
7. Listen for comments by the people in the community concerning nutritional problems which indicate an aroused interest on their part.

HEALTH

Homemaking I

It is recommended that no separate unit be taught since a health course is offered in the first year of high school.

Homemaking II

Health and Home Safety for the Family.

Homemaking III

Home Care of the Sick.

If possible arrange for a Red Cross nurse or qualified person to teach the unit as outlined for the third year on *Home Care of the Sick*.

OVERVIEW

North Carolina families are showing increasing concern regarding their health status, yet there continues to be a lack of adequately trained nurses, doctors, dentists, hospitals and other medical facilities. Conditions continue to exist which are conducive to the spread of communicable diseases.

The number of serious accidents that occur in the homes demands that a more effective safety program be stressed for the protection of family members.

The homemaking teacher's contribution to the health of the family is very tangible. Pupils and their families are helped in securing information related to health as problems are solved in the selection, use and care of adequate housing and furnishings; in the selection, preparation and serving of food; in the training of children; in the selection and care of clothing; in family relationships; and in taking care of daily emergencies, some of which require using the best judgment in securing expert health care.

Physical education and science courses give instruction in health as it relates to the individual, thus minimizing the

necessity for developing this area as a separate unit in the first year of homemaking. Health habits as they relate to personal appearance and general efficiency in school, home and community, are stressed through correlation with the foods, clothing, housing, relationships, and child care areas.

Health and Safety for the Family is offered in the second year. Emphasis is given to helping pupils realize that a program of *positive* health for the family can reduce the need for remedial medical services, can increase personal efficiency and can contribute to family happiness and success. Much stress is also given to the use and care of equipment as a means of preventing accidents in the home.

In the study of *Home Care of the Sick* in the third year, emphasis is placed on developing a growing interest in and learning to share the responsibility of caring for illness in the home. This unit should aid the pupil in determining her possibilities for success in nursing as a vocation. The experiences in home nursing may be directed by the teacher, or a person trained in nursing, or both.

HOMEMAKING II

HEALTH AND HOME SAFETY FOR THE FAMILY

Two to Three Weeks

Objectives

To develop:

1. An understanding of and appreciation for the part which health plays in promoting family welfare.
2. An understanding of the factors which contribute to the maintenance of family health.
3. Increased interest in the maintenance of high health standards in the home.
4. An ability to recognize and to prevent situations in the home which threaten the health and safety of family members.
5. A knowledge of the agencies which contribute to the maintenance of family health.
6. An appreciation of the contribution which science makes in discovering the causes, prevention and cure of diseases.

Suggested Problems

How does health affect the welfare of family members?

Suggested Experiences in School, Home and Community

Recall situations in homes where there has been illness. Describe how the activities of the various family members were changed by the illness.

Recall recreational and educational activities that you have cancelled due to illness in your home.

Discuss how the temporary closing of schools and other public places, due to epidemics of contagious diseases, affected your activities and those of your family.

What factors contribute to the maintenance of individual and family health?

Find out the laws which the family must observe in cases of communicable diseases.

Review charts on the characteristics of good physical health.

Study resources to determine factors which influence health.

Secure a good definition of health. List and discuss some signs of both mental and physical health.

Discuss how training in home-making contributes to good health. Make a self-evaluation health chart and determine changes to insure good physical and mental health.

What facilities do communities offer for maintaining good standards of sanitation?

Study materials to determine methods by which community facilities are kept sanitary.

Arrange a field trip to some community center, such as a dairy, meat market, or water plant. Observe sanitary procedures practiced and discuss how these practices help to protect family and community health.

Secure the rating scale used in scoring public eating places. Become familiar with the standards which must be maintained by the operators.

Discuss methods of waste disposal in urban and rural districts. Compare the safety of each method.

What can I do to make a contribution to the good health of my family and community?

List and discuss contributions that pupils can make in their homes which would help to maintain family and community health.

What can my family do to improve the health of the community?

Discuss health practices that should be observed in all public places as well as in the home.

Review ways in which diseases are spread. Become familiar with some symptoms of common communicable diseases and determine when and where to report such symptoms.

Discuss the inadvisability of using medicine without a doctor's prescription.

Discuss cooperative activities which families might sponsor to improve health conditions in the community, such as clean-up campaigns, screening, improved housing.

Discuss how diseases spread through the community as the result of impure water, inadequate waste disposal, insects and other pests, and improper handling of foods. Consider how the family can be protected from these dangers.

Investigate North Carolina health laws which protect families and communities.

Discuss the responsibility of families in maintaining community health.

List activities in which families may engage to prevent the spread of disease.

List methods by which families may secure the assistance of health agencies in the community in improving facilities.

What can we do to maintain healthy surroundings at our school?

Discuss school facilities that tend to be a menace to health.

Set up criteria for judging sanitary school surroundings. Check your school. Suggest ways for improving your school's surroundings. Plan and carry out a class project in improving sanitation in the school.

What are the community organizations that exist for the promotion of health?

Study resource materials to determine agencies which promote health in communities.

Appoint committees to assume the responsibility of contacting the agencies in the community which are concerned with problems in family health. Report to the class your findings on the contribution which each agency makes toward the solution of family health problems.

What are some pertinent facts on the health status of the people in my county?

Secure the information relating to vital statistics which may be obtained through the census report, the welfare department, city or county health department, or library.

What are the most common accidents that occur in the home and how may they be prevented?

List safety hazards which you find in the homemaking department, in the school and in your home.

Consult newspapers and listen to reports of accidents on the radio. Exhibit a chart on the bulletin board, giving appraisals of the cost of each accident as it pertains to loss of life, permanent injury, money costs and disadvantages to dependents.

Study materials, including those published by insurance companies and national safety organizations, to discover types of accidents that occur

in homes. Determine methods of preventing each type of accident. Eliminate safety hazards through school and home activities.

What are some of the first aid treatments which I should be able to give in my home?

From the First Aid textbook read and discuss first aid activities. Practice giving first aid for some common accidents which may occur in the home.

Equip a medicine chest with first aid supplies that should be kept in the home. Determine the need for each item. Discuss the best location for the chest.

Suggestions for Evaluation

1. Observe improvements made by the pupils in the sanitary conditions of the homemaking department, the girls' rest room, and other places where girls have some responsibility for sanitation.
2. Note improved attitudes toward public health services and regulations.
3. Be on the alert for evidences that families or individuals are using public health services to a greater degree.
4. Listen for comments which would indicate improvements in individual or family health practices.
5. Secure reports from pupils of experiences which they have had at home in good health practices, home sanitation, prevention of spread of disease, and safety methods.

HOMEMAKING III

HOME CARE OF THE SICK

Five to Six Weeks

Objectives

To develop:

1. The ability to determine the needs and the opportunities in North Carolina for giving adequate care to the sick.
2. Some ability to recognize signs of common illnesses.
3. Some ability to care for the sick in the home.
4. The ability to determine one's interest and to recognize one's potentialities in the field of nursing.

Suggested Problems

What facilities are available in my community which may be utilized in case of illness in my family?

What are the signs of common illnesses?

What information do I need in order to give wise care to a sick member of my family?

Suggested Experiences in the School, Home and Community

Secure information relative to the number of nurses, doctors and hospital facilities available in your community.

Report on the cost of an actual illness of a member of your family.

Study symptoms of the most common illnesses.

Invite a nurse to discuss the characteristics of good home nursing.

Discuss the importance of following accurately the doctor's orders.

List the equipment needed for making a patient comfortable. Suggest ways by which some of this equipment may be made or improvised at home. Make a piece of equipment that will make a patient more comfortable.

List pieces of furniture that are needed in the room of a sick person. Determine the type of furniture that can easily be cleaned and demonstrate its care.

Visit hospitals to observe the furniture used. Study to discover the location of furniture and the furnishings which provide the most comfort and convenience for the patient.

Study your home to determine the best space available for a sick member of your family, taking into consideration ventilation, location, heating, lighting, privacy and quiet.

Find out what kinds of equipment are available in your community which may be borrowed or rented.

What are some of the techniques that I may use in caring for a person who is sick?

Practice home nursing techniques—making the bed, giving a bed bath, giving an alcohol rub, turning the patient, taking temperature and pulse, caring for the thermometer, using a hot water bottle and ice bag, arranging back rest.

What precautions should I take to prevent the spread of disease while nursing a sick person?

Discuss methods of caring for personal belongings of the sick—dishes, linens, and disposals. Determine the best methods of cleaning a sick room.

What information do I need to have in order to serve adequate and attractive meals to a patient?

Discuss the importance of serving diets that are prescribed by a physician.

Discuss ways of preparing and serving an attractive tray for the sick.

Prepare and serve simple meals illustrating different types of diets.

What understandings should I have in order to aid in keeping a patient and the rest of the family at ease during illness?

Discuss why a feeling of harmony is important for the welfare of the patient. List ways of maintaining a cheerful atmosphere in the home during illnesses. Demonstrate ways to keep a young child contented during a convalescent period; an older person.

Determine causes for confusion during illness. Suggest some ways by which the members of the family can meet these emergencies.

Visit a convalescent or "shut-in" and tell how you made this experience interesting to the patient.

Present a skit showing the contrast between good and poor visitors in a sickroom.

If the need arises, carry through a home experience in caring for the sick.

What are the requirements of the nursing profession?

Have girls describe nurses they have known. From these descriptions and from readings make a list of qualifications of a good nurse. Analyze yourself by these qualifications.

Read and report on laws governing the training of professional and practical nurses. Have a practical and a professional nurse describe the training program.

Make a chart of the various occupations open to nurses and list the specific requirements of each.

Suggestions for Evaluation

1. Discover, through informal talks with parents and pupils, the responsibilities that pupils have assumed in caring for the sick in the home.
2. Have practical performance tests in which prepared slips are drawn describing a technique that each pupil will demonstrate to the class—taking temperature, preparing a breakfast tray, making a bed, *et cetera*.
3. Listen for comments indicating that pupils help when opportunities arise to make the sick room more pleasant for the patient or improvise equipment to make the patient more comfortable.
4. Give a paper-pencil test in which a day's meals are planned for a sick person and carried out according to an imaginary doctor's orders.
5. Hold conferences with pupils interested in entering the nursing profession to discover their aptitudes and abilities for the profession.

HOUSING

Homemaking I

Improving My Home

Homemaking II

Better Living Through Improved Housing

Homemaking III

The Livable Home

OVERVIEW

The provision of adequate housing facilities is an important factor in creating better family living, since the mental, physical and moral development of individual members is affected by their environment.

Beauty in the home as expressed by the creative efforts of family members strengthens home ties and develops a feeling of pride.

The increase in the number of families and the shortage of adequate housing has aroused great interest in housing, home furnishings and home equipment. In order to become wise consumers, families must distinguish between "wants" and "needs" as they pertain to housing, equipment and furnishings, since a large part of the income must be spent for shelter.

In light of the tremendous number of accidents which occur in the home, attention is also given to the construction, equipment and furnishings of a home which will minimize hazards.

The homemaking department serves as a laboratory in which pupils plan the best arrangement of furniture and equipment, take responsibility for its care, and detect safety hazards. The homes of pupils are also used to illustrate some aspects of the study of the house.

Improving My Home is the unit suggested for the first year. This unit stressed home improvement through orderliness, cleanliness and attractiveness. These skills may be acquired through activities in applying principles of art and sanitation. Emphasis is placed upon the importance of meeting social and physical needs of the family through carrying out problems of rearranging furniture and constructing simple accessories which will make surroundings more attractive and livable.

Better Living Through Improved Housing is the unit suggested for the second year. Using the pupils' previous experiences as a basis, emphasis is placed on more difficult problems in home improvement requiring the ability to recognize and apply the principles of line, color and design to furnishings and arrangements, and to use time and money effectively in making such improvements. Family health, safety and sanitation are also stressed as features of improved housing.

The Livable Home is planned as the unit for the third year. Consideration is given to achieving happier family living through training in the selection, use and care of furnishings and equipment which will contribute to beauty, safety, and satisfaction. House planning principles based upon costs, design and needs of the family are included in this unit.

HOMEMAKING I
IMPROVING MY HOME
Four to Five Weeks

Objectives

To develop:

1. An understanding of the relation of housing to one's physical, mental and social development.
2. An interest in making and keeping one's home attractive, comfortable and safe.
3. An interest in and ability to make our home surroundings more attractive and functional.

<i>Suggested Problems</i>	<i>Suggested Activities for the School, Home and Community</i>
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*How does housing influence
one's mental, physical and
social development?*

Select and bring to class poems, slogans and stories about home life. Discuss them to discover the characteristics of a livable home.

List facilities in the home which make for good relationships with your family.

*How may I use my present
home set-up to the best ad-
vantage?*

List the ways in which your home provides for your personal needs.

Discuss and plan with your family how your personal needs may better be met in your home.

List major purposes of each room in the house and additional purposes for which some of these rooms are frequently used.

Plan how to take care of one's belongings in order to contribute orderliness, comfort, and happiness to the home.

List those personal belongings for which you need special storage space.

Plan and carry through a home project by which one of these improvements can be made.

How can I help to make my home a safe and healthy place in which to live?

List personal habits that make your home a safer and healthier place in which to live and decide how you can add to these.

Make a list of household pests. Discover causes for them and use methods of prevention.

List and discuss some of the accidents that have happened in your home or in other homes. Discuss the causes of these accidents and how they might have been avoided.

Make and use a check list in judging the safety of the homemaking department; and of your home.

Make and carry out a plan for increasing safety features and decreasing safety hazards that you found.

How can I create and enjoy beauty in my home?

From observation and reading discover a variety of ways in which people have created beauty in their homes.

Study your homemaking department to find how beauty, attractiveness and livability have been emphasized. List ways in which they can be improved. Formulate and carry out plans to make the homemaking department more attractive.

Plan and make one or more simple home furnishings which will improve the appearance of your own room.

Determine the care necessary for keeping your own home clean and attractive. Make a list of activities which must be performed daily, those that need to be repeated once or twice a week or more often, and those that are performed occasionally. Refer to references to find how to do each job. Describe procedures in doing each job well. Set up standards for judging work. Set up a schedule by which these standards and methods may be followed when cleaning the department.

Collect magazine pictures showing authentic furniture arrangements, good backgrounds, and accessories. Have committees select several of the best ones and prepare an illustrated talk reviewing and summarizing the unit. Show these through opaque projector.

Clip pictures of flower and other interesting arrangements from magazines and mount them. Read assigned reference materials and set up principles to be followed in judging these arrangements. Divide into groups and demonstrate arrangements, using flowers and containers available.

Set up an exhibit of simple, inexpensive, but attractive articles which can be used to add

beauty to the department and the home.

Make plans for keeping one or more attractive and interesting arrangements in the home-making department at all times.

How may beauty be obtained in one's home surroundings? How can I improve my home surroundings?

Observe attractive home surroundings in your community. Describe these to the class. Discuss the features which made them attractive.

Invite the agriculture teacher, or some other qualified person, to talk to the class on the use of native shrubs and methods of setting out shrubs.

Study the school yard and your yard at home. Make plans for improving the home or school yard and carry out these plans as a class or home experience.

Suggestions for Evaluation

1. Note improvements in the appearance of house and yards when making home visits.
2. Observe increased interest on the part of pupils in assuming responsibility for the care of the department, bringing and arranging flowers, and other volunteer work.
3. Plan for reports on home experiences carried out by individual pupils.
4. Give paper and pencil test on application of principles related to the characteristics of a livable home.

HOMEMAKING II

BETTER LIVING THROUGH IMPROVED HOUSING

Four to Five Weeks

Objectives

To develop:

1. An increased appreciation of the influence of the house and its surroundings on satisfying family living.
2. The ability to make the best use of available space in the home.
3. An increased ability to apply the principles of art in making one's home more livable and attractive.
4. Some skill in refinishing furniture and making furnishings and accessories for the home.
5. An increased ability to safeguard the family's health and eliminate accident hazards in the home.
6. A realization of the importance of learning to use money intelligently in meeting the housing needs of the family.

Suggested Problems

How does the house influence the family's daily living?

Suggested Experiences in the School, Home and Community

Read a variety of references and make contacts to find out factors which determine the housing needs of the family.

Participate in a panel discussion on how housing contributes to satisfying family living.

Report on the personal satisfaction which pupils have experienced from doing something at home to improve the housing situation.

Describe ways in which the housing needs of small children may be met in the home.

Visit a housing development in the community, if available, and discuss observations in light of housing needs in the community.

How do one's home surroundings reveal the interest of the family that lives within?

Select readings or passages from well known fiction that portray different types of homes and families. In each case discuss how the personality of the family is revealed in the home and its surroundings as portrayed.

Discuss some ways of improving your home surroundings.

Discuss some ways in which your neighborhood can cooperatively improve the surroundings.

Plan and carry through a home project on ground beautification.

Give a radio talk or present a chapel or P. T. A. program on beautifying your home grounds.

Have FHA and NHA chapters plant some shrubbery as special beautification projects.

Work with agricultural students in a community beautification project.

How can I, with my family's help, arrange for more space and privacy in our home?

From the study of various types of house plans in the community and in magazines, list good general points for house planning.

Discuss these points in light of your own family needs.

Tell about situations in which furniture has been so arranged that it has contributed to

happy, comfortable family living.

Discuss with your family needed rearrangement at home so as to provide more satisfactory space or privacy in some part of your home. Plan for and carry through this rearrangement.

How can I provide a place for family recreation and for entertaining guests in the home?

Study magazines and visit a home or homes in the community to see the provision made for family recreation in the backyard, basement, attic, or other space in the house.

With the help of your family, plan for and develop some place for family recreation or for entertaining guests in your home.

Study the homemaking department to see if some improvement can be made in the provision of a space for informal conversation with guests, for conferences or for reading.

How can I make my home more attractive by applying the principles of line, color, design and arrangement?

Review the principles of line, color, design, and arrangement through the use of illustrative materials.

Make a survey of your home to note both good features and the features which can be improved. Consider arrangements in your home in the light of the application of the principles of line, color and design. If you can do anything to improve some arrangement in your home, make plans with your family and carry through these plans.

What simple home furnishings can I make or renovate that will help to make my home attractive and functional?

Collect illustrations for bulletin board or prepare exhibits of homemade, improvised, or renovated furniture.

Study and use simple methods of refinishing woods, reworking chair springs, slip covering, drapery making and painting.

Select one or more individual home improvement problems, using available resources, and carry it through to completion.

Select illustrations showing possibilities for securing attractiveness through simple home accessories.

Set up guides for the selection and use of accessories in the home.

Use one or more of these ideas to add attractiveness to your own home.

How can I help to develop high standards of cleanliness and safety in my home?

Recall previous experiences concerning health habits to show how they influence the maintenance of family health.

Observe and relate experiences to show how housing affects the health of the family.

Learn the factors which make for good sanitation in the home from reading a variety of references, or from a talk given by a member of the local health department.

Prepare a score card for good sanitation and use it for checking your home and your school for sanitary conditions. Plan for improving conditions, if needed, both at home and in the school rest rooms.

Demonstrate some cleaning agents and types of cleaning equipment to be used in the care of household furnishings and equipment.

Set up a bulletin board or an exhibit showing a variety of safety suggestions as they apply to the home.

Read and give demonstrations on the care and repair of simpler types of home equipment.

Plan for and carry out changes in the home to prevent accidents.

How can we use money intelligently to meet the housing needs of the family?

Arrange for a panel discussion, using some qualified local citizens, on the various items of housing expenses—rent versus ownership, upkeep, taxes, insurance, utilities, zoning.

Make a list of the improvements which will add to the comfort, convenience and attractiveness of your home.

Classify them according to those which will require no expenditure of money, little expenditure of money, more expenditure than the family can afford at present.

Plan with your family for making one or more of these improvements as money becomes available.

Suggestions for Evaluation

1. Note the interest and the extent of participation in home improvement through home visits and in conversation with pupils and parents.

2. Encourage pupils to report on desirable changes which they, with their family, have made in the rearrangement of furnishings and space in the home and in the renovation of household articles.
3. Give objective tests in which pupils judge good and poor illustrations of household furnishings and accessories.
4. Plan class activity using performance tests that will measure pupil's progress.
5. Assemble anecdotal records of the pupils' activities, showing cooperation with their families in home improvement projects.
6. Look for increases in the number and quality of home experiences in housing and home improvement.

HOMEMAKING III

THE LIVABLE HOME

Three to Four Weeks

Objectives

To develop:

1. A realization of the important factors involved in the selection of a home site and a home.
2. The ability to recognize principles of good house-planning and to interpret house plans in relation to family needs and income.
3. The ability to select, arrange and care for equipment in the homemaking department and in the home.
4. A realization that housing is a community responsibility as well as a family responsibility.

Suggested Problems

Suggested Experiences for School, Home and Community

What are the factors to be considered when selecting a home?

Through reading and study, determine factors to be considered in selecting a home site.

From reading, list points to look for when selecting a ready built house.

If possible, visit a house which is being built to become familiar with building features.

What should I know about the legal aspects of home ownership?

Invite a qualified local person to talk to the class about the laws that affect ownership, leases, and other legal requirements relative to housing.

Find out what property protection homeowners in your community carry. Invite an insurance representative to

talk to the class on property protection.

Read articles on the legal aspects of home ownership and make reports in class.

How does the floor plan of a house influence the kind of living that takes place in that house?

Review standards for good housing based upon the average income in the community and develop a check list for judging a floor plan according to these standards.

Study floor plans in newspaper, current magazines and books. Evaluate these plans on the basis of suitability and adaptability to the service they are to render.

If possible, visit different types of housing units, such as a one-room apartment, and a duplex, to see uses of space, furnishings and equipment.

Study and make a plan for better use of space in the homemaking department and at home, using available resources. Carry through the plan.

Make a study of the uses which can be made of an attic and a basement. If your home has either an attic or basement, plan with the family for arranging the space so that it will better meet the needs of the family.

What are the new trends in housing conveniences and furnishings which will make for more functional, comfortable, and satisfying home living?

Form committees to collect and review advertisements and other current materials on improvements in household equipment and furnishings. Report these findings to class.

Visit furniture and appliance

stores and study new furnishings and equipment — their care and cost.

Prepare and give, as a radio or an F. H. A. or N. H. A. chapter program an interesting educational program based on information gained from above activities.

What do I need to know in order to make a wise selection of household equipment and furniture to meet the needs of my family?

As a follow-up of previous visits to furniture and appliance stores, list and discuss factors essential in choosing furnishings and equipment.

Evaluate some of the furnishings and equipment which you saw on the basis of the needs of your family in relation to efficiency, price, beauty, use, care and upkeep.

What do I need to know about the arrangement and care of household equipment and furnishings in order to get the maximum amount of convenience and satisfaction from them?

Study arrangements of furniture and equipment in books, magazines, stores and homes. Discuss according to good standards for beauty, comfort and convenience.

Plan and make simple changes in the department and at home that will contribute to greater beauty, comfort and convenience.

Invite a home economist, or a demonstrator from a utility company or commercial firm, or a homemaker, to discuss and demonstrate care and use of new equipment.

Develop a plan for systematic care of the home and its equipment. Carry through some part of this plan as a home experience.

How does community housing affect or contribute to health, happiness and standards of living? How can my family cooperate with other families in the community to have better housing?

Find out what part the government and other agencies have played in your community in helping the people meet housing needs.

Report on services rendered by these agencies.

Invite a representative of the health department to talk about community responsibility for health and sanitation in relation to housing.

Invite a member of the town council or the local government to talk on other responsibilities of the community, such as zoning, roadside beautification, parks, and community recreation.

Suggestions for Evaluation

1. Set up case studies of specific families and judge the suitability of various house plans to meet their housing needs.
2. Observe pupils' interests in new pieces of equipment added to the department and the efficiency with which they use it.
3. Note the increase in the addition of new equipment and furnishings in the home.
4. Listen for comments indicating that pupils have observed various features in community housing.
5. Give paper and pencil test, measuring judgment in choices, ability to analyze situations, application of principles and solution of practical problems related to housing, home furnishings and equipment.
6. Observe increase in the number of home experiences resulting from the study of unit.

PREPARATION FOR MARRIAGE AND HOMEMAKING

A SPECIAL COURSE FOR BOYS AND GIRLS OF THE UPPER
HIGH SCHOOL LEVEL

Suggested titles for course: Marriage and Family Relations
Family and Community Living
Human Relations
Family Living
Wholesome Family Life
Preparation for Marriage and
Family Life

Length of course—1 or 2 semesters

OVERVIEW

This course is recommended for girls or boys, boys and girls, on the upper level of high school, preferably the twelfth year. It is so planned that no prerequisite course is required. For this reason the content suggested includes some instruction that has already been included in the three-year program for homemaking and would be repetition for students who had completed two or more years of homemaking.

Experiences in nutrition and preparation of simple meals, care and selection of clothing, spending the family income, family relations, child development, preparation for marriage, establishing and furnishing a home are included in the year's program. Management of time, money, energy and human resources are interwoven in all experiences. Health, also, is an integral part of this program. Some attention should be given to safety practices within the home to give the student some knowledge regarding the prevention of the innumerable accidents which happen there.

A happy marriage is a creative achievement. It does not just happen. It is based upon careful preparation, and re-

quires faithful and constant effort on the part of each member to attain this goal. Cooperative planning and consideration of each member of the family group are essential.

Some basic assumptions to be considered as the course is developed are:

1. In the development of the course there should be teacher-pupil-parent planning.
2. The course will be developed on the basis of pupil needs. This applies to the selection of "content" as well as to the order in which material will be presented.
3. Throughout the entire course there should be pupil-teacher planning and evaluation.
4. In helping pupils to gain insights and skills for meeting their needs in family living a comprehensive picture of the scope of homemaking is included in the course.
"Scope" means the central values for the individual and for society, the relationships, the resources (food, clothing, housing, income, time, energy and management and health).
5. Due to the nature of the learnings which are involved, the basic method of this course should be group discussion.
6. Any question which the group has on matters of sex should be answered as a part of a total adjustment to life attitudes and values as well as for general information on this topic.
7. In teaching the course the interdependence of the individual family and the community should be constantly kept in mind.

Objectives

To develop:

1. An appreciation of the values in family living.
2. Some appreciation and respect for the rights and privileges of other members of the family.
3. The desire to be a worthy member of a family.
4. An increasing degree of self-understanding with respect to the individual's behavior in the family group.
5. An understanding of the part that family living plays in helping family members to achieve increasing emotional maturity.

6. An understanding of the importance of getting along well with present family and friends as preparation for marriage.
7. A realization of the contribution which successful family living makes toward the ability to earn a living.
8. A greater ability to enjoy and respect children as individuals.
9. An appreciation of the role of religion, education and social growth in the development of family life.
10. A better understanding of the significance of the family in community and national life.
11. An understanding of his own personal values in relation to marriage and family living.
12. A desire to acquire those qualities which make for adjustments in marriage and happy family living.
13. An interest in having an attractive, comfortable and convenient home.
14. The ability to select, use or conserve family and community resources—food, clothing, housing, home furnishings, individual skills of family members, time, energy and money.

Suggested Problems

What are some of the values in family living?

Suggested Experiences in School, Home and Community

Write a paper on "Our Family Life Today as Compared with That of Our Grandmother."

If there are members of the class with racial ancestry other than American, ask them to report on family ways of living in the countries from which they come. Discuss how some of these traditions have become part of the American way of life.

Compile a list of values which you believe are found in family life today.

How can good relationships between family members be maintained?

Think of some family from movies or fiction that you consider successful and tell why you consider them so. Repeat this activity, describing unsuccessful family life. Summarize in class the apparent factors that lead to successful family life.

Write a paper on "What I Can Do To Make My Family Life Happier".

List some factors which bring happiness to the family; some peeves which create disturbances within the family; and use them as a basis for analyzing home problems.

Describe a person whom you like very much and give your reasons for liking this individual.

Cite two adult characters from recent motion pictures that you consider had desirable personalities. Give reasons for your choices.

Bring to class a list of five habits or mannerisms which irritate you in other people. Tell why they are irritating to you. Discuss how your awareness of these irritating habits may be helpful to you in developing a desirable personality.

Set up a score card to be used by each individual to rate himself as a family member and make a plan for some activities for self-improvement.

Make a plan for assuming your share of responsibilities in the home, taking into con-

sideration the duties you think you could carry if your parents were willing and with parents' consent carry out this plan over a given period of time and report the results.

Bring a list of things that parents and children of your acquaintance enjoy doing together.

List ways in which boys and girls can assume additional responsibilities in the home and release more time for mothers and fathers to enjoy rest and recreation.

Discuss what is meant by the *give and take* of family life. List some of the aids in getting along happily with others.

List and discuss three outstanding values to family members of a home in which democracy is practiced. Give examples of how members of your family can and do practice democracy.

Bring to class pictures portraying various activities of family life and arrange a bulletin board to portray "The Life of an Average Family".

Analyze the different activities in which members of your family engage. Consider how each of these activities contribute to well balanced personality development.

Discuss how "getting along with our families and friends" may prepare us for happy marriage relations. Summarize by listing factors which contribute to success in marriage.

Ask two high school boys, two high school girls, two fathers, and two mothers to hold a round table discussion on what parents and children should expect of each other, dating, and other teen-age problems.

List ways of having good times with your family. Plan a picnic or some other form of entertainment which your family would enjoy. Carry through the plan and report on it.

Describe the way a family lives with respect to recreation, use of money, and household tasks in which there are (a) all boys in the family, (b) all girls, (c) both boys and girls, and (d) no children.

What can I do to improve my personality?

Write a character sketch of a good friend who has a well-rounded personality.

Develop a personality rating sheet as a class project. Check self by this device. Make specific plans for the following personality improvements:

- (1) Building one good quality.
- (2) Eliminating one fault.
- (3) Make and keep at least one new friend each year.

Discuss hobbies as a means of improving one's self. Exhibit some hobbies that would be interesting to high school pupils.

Develop a new hobby.

Suggest ways of making people feel at ease in your presence.

Hand in a list of questions pertaining to points on etiquette which you would like to have discussed in class.

Learn and practice good manners.

How can I be popular with boys and girls of my own age, with older people?

Describe what is meant by the term *being popular*.

Plan some ways in which you can have wholesome fun in your home with friends. Invite some friends in and carry through your plan. Report on the success of this project.

List some ways in which you and your friends can have wholesome fun outside of the home.

Prepare a list of "do's" and "don'ts" that one should follow in any boy-girl relationship. Suggest ways by which a girl may share in the responsibility for making a date fun and a success.

Plan meetings to discuss boy-girl relationships. Invite out-of-school persons such as a parent to these meetings. Summarize the high points of these discussions. Set up check lists for personal guidance in boy-girl relationships. Plan a class party in such a way that emphasis will be given to establishing good relationships. Follow up with group discussions to determine the successful and unsuccessful aspects of the party.

Have some high school boys talk on qualities which boys like in girls.

Have some girls talk on qualities they admire in boys.

Read authentic information concerning mental, physical, emotional and social development and discuss how each affects one in relationships with others. Discuss the place of sex in human relationships.

Listen to the radio, or read some stories or give personal examples of good relationships between children, or youth with friends. Discuss the traits which made this relationship a happy one.

Discuss some possible causes of conflict between children and relatives or older people and suggest how these might be avoided.

Dramatize story dealing with teen-age problems. Bring in problems and incidents which deal with emotional immaturity.

List and discuss characteristics of an emotionally mature person.

Conduct panel discussion on character traits that contribute to the development of a well-adjusted person.

Give chapel program based on boy-girl relationships.

Why is a pleasing personal appearance important in my school and social life? What grooming and health habits do I need to acquire in order to make a good appearance?

Give descriptions of persons who are attractively dressed and well-groomed. Point out the reasons why you think they are well-groomed and attractively dressed.

List some reasons why it is important to be well-groomed. Show a movie on good grooming.

Discuss some ways in which health affects one's personal appearance. List some desirable health habits. Check the habits which you now practice. Make a plan for improvement.

Observe demonstrations on techniques of good grooming and then practice these techniques. List the problems that arise in caring for your clothing. Plan and carry through a series of demonstrations on care of clothing; the storage of clothing.

Make an inventory of your clothes. Discuss clothing selection—cost, color combinations, care and suitability. Arrange an exhibit of accessories.

In what ways do the house and its furnishings meet the needs of the various members of the family?

Select and bring to class poems, slogans, and stories about home life. Analyze them to discover the characteristics of a liveable home.

List the facilities in the home which will make for good relationships with your family and friends.

Study floor plans in newspapers, current magazines and books. Evaluate these plans on the basis of suitability and adaptability to the service they are to render.

If possible visit different types of housing units, such as a one-room apartment, and a duplex, to see use of space, furnishings and equipment.

Participate in a panel discussion on how housing contrib-

utes to satisfying family living.

List the ways in which your home provides for your personal needs.

Discuss and plan with your family how your personal needs might better be met in your home without encroaching upon the rights of others.

Plan how to take care of one's belongings in order to contribute orderliness, comfort, and happiness to the home.

List those personal belongings for which you need special storage space. Plan and carry through a home project by which one of these improvements can be made.

From observation and readings discover a variety of ways in which people have created beauty in their homes.

Set up an exhibit of simple, inexpensive, but attractive articles which can be used to add beauty to the home.

Study magazines and visit a home or homes in the community to see provision made for family recreation, such as backyard, basement, attic or other space in the house.

With the help of your family, plan for and develop some aid to family recreation or the entertaining of guests in your home.

How can I make my home surroundings more attractive?

Discuss ways of improving your home surroundings.

Discuss ways in which your neighborhood can cooperatively improve the surroundings.

Plan and carry through a home project on ground beautification.

Clip pictures of flower and other interesting arrangements from magazines and mount them. Plan a bulletin board of interesting arrangements. Read assigned reference materials and set up principles to be followed in arrangements, then judge pictures on bulletin board. Divide into groups of two and try to make the best arrangement possible, using available flowers and containers.

Observe and report to the class attractive home surroundings that you see.

Invite the agriculture teacher, or some other qualified person, to talk to the class on the use of native shrubs and methods of setting out shrubs.

How can I help to make my home a safe and healthy place in which to live?

Make a list of personal habits that make your home a safer and healthier place in which to live and decide how you can add to these.

Make a list of household pests and discover causes for them and methods of prevention.

List and discuss some of the accidents that have happened in your home or in homes that you know about. Discuss the causes of these accidents and how they might have been avoided.

Make and use a check list in judging the safety of the homemaking department and of your home.

How can I prepare to meet the responsibilities of marriage and homemaking?

Make and carry out a plan for increasing safety features and decreasing safety hazards that you found.

Discuss the importance of preparing for marriage and homemaking. Make reports on and follow with discussions on such topics as: health as a contributing factor to marriage; marriages of people of different religious beliefs; inter-racial marriages; and too much difference in age of couple.

Distinguish between the courtship and the engagement periods and discuss the obligations and privileges involved in each. Report on the origin of marriage customs.

Interview a lawyer to obtain information on North Carolina marriage laws. Examine a marriage certificate.

Read marriage ceremony and have minister or Bible teacher discuss the sacredness of it. Invite a qualified person to talk to the class on plans for weddings and compare cost and suitability.

Plan shopping tours to a jewelry store, a department store, and the "Five and Ten" to make a comparative study of cost, design, quality and suitability of china, silver, crystal and linens.

Describe various types of weddings which you have observed. Bring in newspaper clippings of descriptions of weddings and discuss marriage etiquette.

Make a list of problems likely to confront young married couples, such as budgeting; sharing jobs in the home; spending money; standard of living; use of leisure time; early parenthood; wife working outside of home. Discuss these problems in order to share in joint planning.

What do I need to know in order to provide and maintain a home?

Invite a qualified local person to talk to the class about the laws that effect ownership, leases, and other legal requirements relative to housing.

Find out what property protection home owners in your community carry. If feasible, invite an insurance representative to talk to the class on property protection.

Through reading and study determine the factors to be considered in selecting a home site.

From readings list points to look for when selecting a ready-built house.

Arrange for a panel discussion, using some qualified local citizens, on the various items of housing expenses, such as rent or ownership; upkeep; taxes; insurance; and utilities.

If possible, visit a house which is being built to become familiar with parts and building features.

Report on services rendered by agencies that promote good housing.

Invite a representative of the health department to talk about community responsibility.

ity for health and sanitation in relation to housing.

Invite a member of the town council or the local government to talk on other responsibilities of the community, such as zoning; roadside beautification; parks; and community recreation.

Discuss the uses of the family income. List the ways in which it is spent. Study budgets for families on various income levels. Discover the percentage which should be spent for shelter, food, clothing, *et cetera* on various income levels.

Find out the sources of credit in your community and set up a list of good practices for using credit.

Discuss business practices used in your family regarding spending money, managing time, buying and caring for equipment, buying supplies and keeping records of expenditures.

From reading and observation discuss the food needs of the body. Plan a menu for a day. Check it against a nutrition chart to determine how well it meets the requirements. Visit a grocery store, in committees, to secure food costs. Study a family food budget over a period of a month. Determine how food costs can be met through family cooperation—tasks, likes and dislikes, gardening, food conservation, *et cetera*.

Prepare some simple dishes.

What are the responsibilities and satisfactions which come with parenthood? What do I need to know about the development of children?

Discuss some of the factors involved in spending the family clothing dollar.

Discuss the Children's Charter and determine to what extent parents are responsible for meeting the needs of the child as stated in the Charter.

Invite a young mother or father to talk to the class on the joy and satisfaction that comes with being a parent.

Determine the parent's responsibility in setting a pattern of good behavior necessary to the wise guidance of children.

Discuss how children influence home life.

- a. Added responsibility in work and training.
- b. Satisfactions.

See a movie on infant care or listen to an illustrated talk by a competent doctor or nurse.

Show films or pictures of children's activities which portray their interests and discuss the purposes of these activities in child development.

Read and discuss books and articles dealing with the care and training of children.

Have pupils bring toys from home and judge them as to desirable and undesirable features. Construct some inexpensive toys for children. Construct or arrange storage in the department to show suitable storage for play equipment. Have class set up an

exhibit of educational play equipment in stores or other public places.

Demonstrate how home equipment can be adjusted to meet the child's needs.

Describe ways in which the housing needs of small children are met in your home.

Assemble various articles of children's clothing suitable for various ages for summer and winter wear.

List questions asked by small children concerning sex, and formulate answers under teacher-mother guidance.

Read and discuss articles dealing with preparing the young child for the coming of the baby.

What influence do religion, education and social growth have on the development of good family relations? On good community relations?

Discuss the meaning of *spiritual* life in the home.

Make a list of ways in which the home can meet spiritual needs of the family members. Have a minister discuss the importance of religion to marriage and the practice of religious customs within the family as a means of preventing juvenile delinquency and unhappiness.

List ways in which the churches in your community help to meet spiritual needs.

Make a list of your community's educational resources and discuss how your family can make use of them.

Investigate State and local laws which protect the family.

Ask the police chief, the local judge, a lawyer, or other qualified persons in the community to speak to the class on the importance of the family in maintaining a stable government.

Name some of the responsibilities which a family can assume that will improve community life. Participate with members of the class in a panel on *How the Family Can Help to Preserve Democracy*. Write a paper on *Democratic Practices in the Home*.

Suggestions for Evaluation

1. Listen for comments made by pupils which indicate appreciation for the rights and privileges of other family members.
2. When visiting with parents find out if pupils accept home responsibilities more willingly.
3. Look for evidences that all pupils are participating in group activities and are enjoying these activities.
4. Confer with other teachers in the school to discover evidences of how pupils are practicing their new learnings in conduct, personality development and character traits in every-day living.
5. Observe groups of pupils working together for evidences in which they follow democratic practices in group planning, in sharing responsibilities and in abiding by the decisions of the majority.
6. Note changes in personal appearance of pupils which indicate better practices in the care of clothing and in personal hygiene.
7. Encourage pupils to report on desirable changes in health practices.
8. Be alert for comments which indicate satisfactions gained through experiences on problems of selection and care of clothing.
9. Check pupils' food habits at beginning and at end of unit to note any improvements.

10. Observe pupils eating in lunchrooms, public eating places and upon other social occasions, to see how well they are observing social customs, and note their ability to make others feel at ease.
11. Encourage pupils to report on desirable changes which they, with their families, have made in the rearrangement of furnishings and space in the home, and the improvement in the yard.
12. Listen for comments made by pupils who take care of small children to discover whether there is increased interest in caring for children and if the principles learned in child development are being applied.
13. Note requests made by pupils for additional help in problems concerned with child development.
14. Determine if pupils are more conscious of and are making improvements in their own behavior as a result of experiences which they have had working with small children.
15. Give paper and pencil tests measuring judgment in choices, ability to analyze situations, and application of principles to the solution of practical problems.
16. Note the increase in number of home experiences and activities.

PART IV

**VOCATIONAL PROGRAM FOR HOMEMAKING
EDUCATION**

A. State and Federal Funds.

Federal funds for the development and promotion of vocational education in the several states and territories have been provided by five acts of Congress. The original law was the Smith-Hughes Act, passed in 1917. This was followed by the George-Reed Act in 1929 which provided additional funds especially for the field of home economics. It was replaced in 1934 by the George-Ellzey Act. In 1937 the George-Deen Act became effective, allowing increased funds for all areas of vocational education to encourage expansion in the training of large numbers of high school pupils who were to enter some field of occupation without further training. In 1945 the George-Barden Act was passed as the permanent act under which the majority of the funds are made available for the high school program in homemaking education in North Carolina.

Vocational classes in home economics are administered and supervised according to the North Carolina Plan for Vocational Education under the Vocational Education Act. The principal features of the plan of interest to school superintendents, school boards, and teachers are outlined briefly:

1. Federal funds must be matched by State and local funds.
2. The plant and equipment must exemplify desirable and attainable standards of beauty, convenience, efficiency and safety.
3. Money for maintenance shall be adequate for successful instruction in all areas of homemaking.
4. Adequate facilities for travel must be provided by the local unit.
5. Qualifications of the homemaking teacher:

The homemaking teacher must have a degree from an institution which is approved to train teachers for

vocational home economics. She must hold an A certificate. It is desirable that she should have had successful teaching experience.

She shall have had practical home experience, part of which should have been acquired in the actual management of a home through home practice, home experiences and home management residence.

She shall have had contact with small children under the direction of a well-trained nursery school teacher.

She shall have had supervisory teaching experience under the direction of a qualified teacher trainer to include classroom teaching, home project supervision and instruction of out-of-school youth and/or adults.

She should possess characteristics of honesty, leadership, poise, sound judgment, pleasing appearance, and sound health.

6. The institutions in North Carolina approved for the undergraduate training of teachers for the vocational program of homemaking are the Woman's College of the University of North Carolina and East Carolina Teachers College for the white teachers and North Carolina College for Negro teachers.
7. The teacher is elected by the local school authorities, but she must be approved by the Division of Vocational Education since Federal and State funds are involved in the salary.
8. Since the teacher's salary is paid from local, State and Federal vocational funds, she shall not teach other subjects, unless that part of her salary is prorated by the local unit according to the provisions of the State and Federal laws.
9. Approval for teaching vocational homemaking is continued when the teacher shows evidence of successful experience and professional improvement.

State funds for the development and promotion of vocational education in North Carolina are provided by legislative act to supplement Federal funds. The local unit

through special appropriation matches the Federal and State funds. This money is provided to assist in the payment of teachers' salaries in order that the public schools may be able to achieve the homemaking purposes which aid in the upbuilding of family living in the community.

Teachers shall be employed for an extended period of work from ten to twelve months based upon the needs of the local community and the request of the local school authorities.

B. Program for Vocational Homemaking Education.

1. Purposes of the Program

The underlying philosophy for vocational homemaking education seeks the enrichment of home and family life through the training of youth and adults. Directed home experience is an essential part of the program in homemaking and is achieved both through individual and group work in the classroom, at home, and in the community. The purpose of vocational homemaking education is the preparation of youth and adults for efficient and satisfying participation in homemaking, particularly in assuming such responsibilities as:

- a. Provision of food for the family.
- b. Selection, care, and construction of clothing.
- c. Care and guidance of children.
- d. Selection, furnishing, and care of the house.
- e. Selection and use of home equipment.
- f. Maintenance of health.
- g. Home care of the sick.
- h. Consumer buying.
- i. Management of material and human resources available to the home.
- j. Maintenance of satisfactory family relationships.
- k. Application of the arts and sciences to the home.

2. Organization of Program.

The course shall be at least two years in length, with a third year recommended. One unit shall be offered for each year of work.

The schedule may conform to the daily schedule of the school provided at least 300 minutes per week is given to each section of homemaking instruction. A daily period of 60 minutes is recommended, although two periods of less time are acceptable.

Supervised home experiences shall be carried by each pupil in each semester of the vocational course. The program shall be organized to permit time for instruction, home visitation, home experiences and follow-up work.

The homemaking teacher is expected to cooperate with other agencies in the community which are working toward the betterment of home and family life. She is not expected, however, to do the work of another agency. Time shall be allowed in the teacher's working day for conferences with pupils regarding home experiences and family and personal needs. A part of the teacher's working time shall be used for homemaking instruction to out-of-school youth and adults. Some of this may be planned for through extended length of employment. Six is the minimum number of hours for a unit of instruction for adults. All aspects of homemaking will be offered according to the needs and interests of the groups to be served.

Each school is urged to have an active chapter in the Future Homemakers of America (for white) and the New Homemakers of America (for Negroes) organization and to allow time in the school program for pupil participation as another means of personal development.

3. Provision for representative local advisory committee.

There may be a local advisory committee. The personnel should be selected from representative groups in the school community which have direct interest in homemaking.

The committee will act in an advisory capacity only—

- a. To assist the homemaking teacher in determining personal and family needs in the community.
- b. To make recommendations regarding the program and the improvement of local facilities.

The members of the advisory committee may be selected jointly by the principal, the home economics teacher, the president of the local P. T. A. and a member of the local board of education.

PART V

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National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C. Local dues \$.10.

National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Dues \$5.00.

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North Carolina Teachers Association (Negro). Dues \$2.00.

North Carolina Association of Home Economists. Dues \$2.00.





